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BULLETIN
OF
DUKE UNIVERSITY

VOL. 7 JANUARY, 1935 No. 1

THE SCHOOL OF MEDICINE



1935

PUBLISHED BY DUKE UNIVERSITY
IN JANUARY, FEBRUARY, MARCH, APRIL, MAY, AND JUNE
ENTERED AS SECOND CLASS MATTER MARCH 25, 1929, AT THE POSTOFFICE
AT DURHAM, N. C., UNDER THE ACT OF AUGUST 24, 1912

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BULLETIN

OF

DUKE UNIVERSITY

THE SCHOOL OF MEDICINE

1935

DURHAM, NORTH CAROLINA
1935

FOREWORD

This bulletin is issued for prospective medical students. Admissions into any class are made only on the understanding that every decision of the executive committee shall apply to all students, even though subsequent to their enrollment in the school. At frequent intervals the executive committee reviews the records of all students, and those whose progress has been unsatisfactory may be required to leave the school. **Only those will be advanced who, in the opinion of the executive committee, give promise of being a credit to themselves and to the school.** Students who wish to study at other medical schools during an elective quarter must have their programs approved, in advance, by the curriculum committee, and on their return, must present evidence that they have completed successfully work comparable to that of the curriculum during the quarters in which they were away.

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1934-3

SCHOOL OF MEDICINE CALENDAR, 1935-1938

1935

January 3 (Thursday)—Registration of students, and winter quarter begins.

February 22 (Friday)—Washington's birthday (holiday).

March 21 (Thursday)—Winter quarter ends.

March 25 (Monday)—Registration of students, and spring quarter begins.

June 5 (Wednesday)—Commencement.

June 8 (Saturday)—Spring quarter ends (2d year and junior-senior students).

June 15 (Saturday—Spring quarter ends (1st year students).

June 17 (Monday)—Registration of students, and summer quarter begins.

July 4 (Thursday)—Independence Day (holiday).

August 31 (Saturday)—Summer quarter ends.

September 30 (Monday)—Registration of students, and autumn quarter begins.

November 28 (Thursday)—Thanksgiving Day (holiday).

December 20 (Friday)—Autumn quarter ends.

1936

January 6 (Monday)—Registration of students, and winter quarter begins.

February 22 (Saturday)—Washington's birthday (holiday).

March 21 (Saturday)—Winter quarter ends.

March 30 (Monday)—Registration of students, and spring quarter begins.

June 10 (Wednesday)—Commencement.

June 13 (Saturday)—Spring quarter ends (2d year and junior-senior students).

June 20 (Saturday)—Spring quarter ends (1st year students).

June 22 (Monday)—Registration of students, and summer quarter begins.

July 4 (Saturday)—Independence Day (holiday).

September 5 (Saturday)—Summer quarter ends.

October 5 (Monday)—Registration of students, and autumn quarter begins.

November 26 (Thursday)—Thanksgiving Day (holiday).

December 22 (Tuesday)—Autumn quarter ends.

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1937

January 4 (Monday)—Registration of students, and winter quarter begins.

February 22 (Monday)—Washington's birthday (holiday).

March 20 (Saturday)—Winter quarter ends.

March 29 (Monday)—Registration of students, and spring quarter begins.

June 9 (Wednesday)—Commencement.

June 12 (Saturday)—Spring quarter ends (2d year and junior-senior students).

June 19 (Saturday)—Spring quarter ends (1st year students).

June 21 (Monday)—Registration of students, and summer quarter begins.

July 5 (Monday)—Independence Day (holiday).

September 4 (Saturday)—Summer quarter ends.

October 4 (Monday)—Registration of students, and autumn quarter begins.

November 25 (Thursday)—Thanksgiving Day (holiday).

December 21 (Tuesday)—Autumn quarter ends.

1938

January 3 (Monday)—Registration of students, and winter quarter begins.

February 22 (Tuesday)—Washington's birthday (holiday).

March 19 (Saturday)—Winter quarter ends.

March 28 (Monday)—Registration of students, and spring quarter begins.

June 8 (Wednesday)—Commencement.

June 11 (Saturday)—Spring quarter ends (2d year and junior-senior students).

June 18 (Saturday)—Spring quarter ends (1st year students).

June 20 (Monday)—Registration of students, and summer quarter begins.

July 4 (Monday)—Independence Day (holiday).

September 3 (Saturday)—Summer quarter ends.

October 3 (Monday)—Registration of students, and autumn quarter begins.

November 24 (Thursday)—Thanksgiving Day (holiday).

December 20 (Tuesday)—Autumn quarter ends.

The Treasurer's office is in Room 301, Page Auditorium Building, on the West Campus, and is open daily, except Sunday, from 9 A.M. to 4:30 P.M.

The office of the Recorder and Dean of the School of Medicine is in Room M 133 of the Medical School, and is open daily, except Sunday, from 8:30 A.M. to 5 P.M.

For any further information desired, address THE DEAN, DUKE UNIVERSITY SCHOOL OF MEDICINE, DURHAM, N. C.

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A.B., Harvard, 1925; Ph.D., Cambridge, 1928; Nat. Res. Council Fellow, Johns Hopkins Med. Sch., Dept. of Physiol. Chem., 1929-1930.

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B.A., M.A., and Ph.D., Cambridge, 1925, 1927, and 1929; Fellow Newnham College, 1927-1930.

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B.S., Davidson, 1924; M.D., Pennsylvania, 1928; Int., Howard Hosp., Graduate Hosp., Long Island College Hosp., Bellevue Hosp., 1928-1932.

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A.B., Delaware, 1920; B.A. and M.A., Oxford, 1923 and 1932; M.D., Johns Hopkins, 1925; member Obs. and Gyn. staff of New Haven Hosp. and Yale Med. Sch., 1925-1929; Assoc. Prof. Obs. and Gyn., and Head of Dept., Univ. of Va., Med. Dept., 1929-1931; *Obstetrician and Gynecologist, Duke Hospital, 1931—*

RAYMOND S. CRISPELL, A.B., M.D., *Associate Professor of Medicine in charge of Neuro-psychiatry*

A.B. and M.D., Cornell, 1917, 1920; Staff, Bloomingdale Hospital and Instr. in Neuro-anatomy, Cornell, 1920-1923; House Physician and Resident Neurologist, Bellevue Hosp., N. Y., 1921-1923; Fellow in Neurology, Univ. of Utrecht, Holland, 1925; Medical Director, Sahler Sanitarium, 1926-1933; *Neuropsychiatrist, Duke Hospital, 1933—*

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M.A. and M.B., Toronto, 1923 and 1921; Ph.D., Cambridge, 1927; Demonstrator in Biochem., Toronto, 1923-1925; Ass't. in Physiol., Dalhousie, 1927-1928; Assoc. in Physiol., Johns Hopkins Med. Sch., 1928-1930.

WATT WEEMS EAGLE, A.B., M.D., *Assistant tProfessor of Surgery in charge of Otolaryngology*

A.B., Univ. of North Carolina, 1918; Grad. student, *ibid.*, 1918-1919; M.D. Johns Hopkins, 1925; Int., Church Home and Infirmary, Baltimore, 1925-1926; Int., Ass't. Res. and Res. in Laryngol., Johns Hopkins Hosp., 1926-1929; Ass't. and Instr. in Laryngol., Johns Hopkins Med. Sch., 1927-1930; *Otolaryngologist, Duke Hospital, 1929—*

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A.B., Washington and Lee, 1916; M.D., Johns Hopkins, 1923; Res. and Assoc. Pathologist, Johns Hopkins Hosp., 1926-1927 and 1929-1930; Guest Ass't., Pathol. Inst., Ludwig Maximilian's Univ., Munich, 1928; Pathol., Baltimore City Hospitals; Consulting Pathologist, Frederick City Hosp., 1925-1930; Ass't., Instr. and Assoc. in Path., Johns Hopkins Med. Sch., 1923-1930; *Pathologist, Duke Hospital, 1929—*

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EDWIN CROWELL HAMBLEN, B.S., M.D., *Associate Professor of Obstetrics and Gynecology*

B.S. and M.D., Virginia, 1921 and 1928; Ass't. and Instr. in Pharmacol., and Materia Medica, Baylor Med. Coll., 1922-1926; Int. and Res., Obs. and Gyn., Univ. Va. Hosp., 1928-1930; Clinical Instr. in Obs. and Gyn., Univ. Va. Med. Dept., 1930-1931; *Associate Obstetrician and Gynecologist, Duke Hospital, 1931—*

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A.B., Univ. of North Carolina, 1903; A.M., Harvard, 1904; M.D., Johns Hopkins, 1908; Int., Johns Hopkins Hosp., 1908-1909; Assoc. Prof. of Path., Columbia Univ., and Pathologist, Presbyterian Hospital, N. Y., 1909-1912; Assoc., Rockefeller Institute, 1912-1913; Assoc. Prof. of Medicine, Washington Univ. Med. Dept., 1913-1914; Ass't. in Neurology, Queen Square Hospital, London, 1914; Prof. of Therapeutics, Med. Coll. of Va., 1914-1916; *Physician, Duke Hospital, 1931—*

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A.B., Universidad Mayor de San Marcos, 1919; Voluntary Ass't. in Path., Friedrich Wilhelm Universität, Berlin, 1920-1921; M.D., Johns Hopkins, 1924; Int., Ass't. Res. in Med., and Ass't. Physician, Johns Hopkins Hosp., 1924-1930; Ass't., Instr. and Assoc. in Medicine, Johns Hopkins Med. Sch., 1925-1930; *Assistant Physician, Duke Hospital, 1930—*

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A.B., Davidson, 1924; M.D., Johns Hopkins, 1928; Int. in Med., Strong Mem. Hosp., 1928-1929; Int. in Surg., Johns Hopkins Hosp., 1929-1930; Ass't. and Instr., Duke Med. Sch., 1930-1933; Ass't. Res., Res. in Surgery, and *Assistant Surgeon, Duke Hospital, 1930—*

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M.D., Georgia, 1926; Int., Ass't. Res. and Res., Univ. Hospital, Augusta, Ga., 1926-1929; Ass't. Res., Hospital of Rockefeller Institute, 1929-1931; Prof. of Exp. Med., Georgia Med. Coll., 1933-1934; *Associate Physician, Duke Hospital, 1934—*

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M.D., Heidelberg, 1927; Research Assoc. and Ass't. to Prof. O. Warburg, Kaiser Wilhelm Institut f. Zellphysiologie, Berlin-Dahlem, 1927-1928 and 1933-1934; Ass't. to Prof. von Bergmann, Med. Clinic, Univ. of Berlin, 1929-1933; *Associate Physician, Duke Hospital, 1934—*

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B.S., Davidson, 1924; M.D., Pennsylvania, 1928; Int. and Res. in Ped., Univ. of Pennsylvania Hosp., 1928-1930; Ass't. Res. in Ped., Johns Hopkins Hosp., 1930-1931; *Assistant Pediatrician, Duke Hospital, 1931—*

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A.B., Erskine, 1907; M.D., Maryland, 1911; Int. Bay View Hosp., Baltimore, 1911-1912; Res. Gaylord Farm Sanat., Wallingford, Conn., 1912-1914; Chief of Med. Service, 1914-1924, and Sup't. North Carolina Tubercul. Sanat., 1924.

FORREST DRAPER McCREA, B.S., M.S., Ph.D., *Associate Professor of Physiology and Pharmacology*

B.S., Purdue, 1918; M.S., Illinois, 1923; Ph.D., Wisconsin, 1927; Instr. in Physiol., Univ. Illinois, 1920-1923; Instr. in Physiol., Wisconsin Med. Sch., 1923-1927; Ass't. Prof. of Physiol. and Pharmacol., Georgia Med. Coll., 1927-1929; Sr. Instr. in Physiol., Western Reserve Med. Sch., 1929-1930.

DONALD STOVER MARTIN, A.B., M.D., *Associate in Bacteriology and Medicine*

A.B., Johns Hopkins, 1925; M.D., Rochester, 1930; Int. in Ped., Strong Mem. Hosp., 1930-1931; Ass't. in Physiol. and Ass't. in Bact., Rochester Med. Sch., 1926-1927 and 1931-1932; *Associate Bacteriologist, Duke Hospital, 1932—*

ARTHUR SPERRY PEARSE, B.S., A.M., Ph.D., *Professor of Zoölogy*

B.S. and A.M., Nebraska, 1900 and 1904; Ph.D., Harvard, 1908; Austin teaching Fellow, Harvard, 1907-1908; London School of Hygiene and Tropical Medicine, 1926; Instr. of Zoölogy, Michigan, 1908-1910; Ass't. Prof., 1910-1911; St. Louis, 1911; Wisconsin, 1911-1912; Assoc. Prof., 1912-1919; Prof., 1919-1927.

WILLIAM ALEXANDRE PERLZWEIG, B.S., A.M., Ph.D., *Professor of Biochemistry*

B.S., A.M., and Ph.D., Columbia, 1913, 1914, and 1915; Ass't. in Physiol. Chem., Columbia Med. Sch., 1913-1916; Research Chemist, Rockefeller Institute, 1916-1917; Research Biochemist, Hygienic Laboratory, U. S. P. H. S., 1919-1921; Instr. and Assoc. in Med., Johns Hopkins Med. Sch., 1922-1930; Chemist to the Med. Clin., Johns Hopkins Hosp., 1922-1930; *Biochemist, Duke Hospital, 1930—*

ELBERT LAPSLEY PERSONS, A.B., M.D., *Associate in Medicine and Dermatology*

A.B., Ohio State, 1923; M.D., Harvard, 1927; House Officer, Huntington Mem. Hosp., Boston, 1925-1926; Int. and Res. in Med., Massachusetts General Hosp., 1927-1930; Teaching Fellow in Med., Harvard Med. Sch., 1929-1930; Instr. in Med., Duke Med. Sch., 1930-1934; Res. in Med. and *Assistant Physician, Duke Hospital, 1930—*

WATSON SMITH RANKIN, M.D., *Lecturer in Preventive Medicine and Public Health*

M.D., Maryland, 1901; Int., and Res. in Path., Univ. of Maryland Hosp., 1901-1903; Dean and Prof. of Path., Wake Forest Coll., 1903-1909; Sec'y., State Board of Health and State Health Officer, North Carolina, 1909-1925; *Director of Hosp. and Orphan Section, The Duke Endowment, 1925—*

ROBERT JAMES REEVES, A.B., M.D., *Associate Professor of Roentgenology*

A.B. and M.D., Baylor, 1920 and 1924; Int. Baylor Hosp., 1924-1925; Res. in Roentgenol., Massachusetts General Hosp., 1925-1926; Ass't. Attending Physician in Roentgen Ray Dept., Presbyterian Hosp. and Med. Center, N. Y., 1926-1930; Instr. in Med., Columbia Med. Sch., 1926-1930; *Roentgenologist, Duke Hospital, 1930—*

ROBERT ALEXANDER ROSS, B.S., M.D., *Assistant Professor of Obstetrics and Gynecology*

B.S., Univ. of North Carolina, 1920; M.D., Pennsylvania, 1922; Res. Physician, Univ. of Pa. Settlement House, 1921-1922; Int., Episcopal Hosp., Phila., 1922-1924; Int. and Res. Kensington Hosp. for Women, 1923-1925; Obstetrician, Watts Hospital; Obstetrician, Salvation Army Hospital; Consulting Obstetrician and Gynecologist, Lincoln Hospital; *Associate Obstetrician and Gynecologist, Duke Hospital, 1930—*

JULIAN MEADE RUFFIN, A.B., M.A., M.D., *Assistant Professor of Medicine*

A.B., M.A. and M.D., Virginia, 1921, 1922 and 1926; Int. and House Officer, Bellevue Hosp., N. Y., 1926-1928; Instr. in Phys. Diag., George Washington Med. Sch., 1928-1930; *Assistant Physician, Duke Hospital, 1930—*

ALFRED RIVES SHANDS, JR., B.A., M.D., *Associate Professor of Surgery in charge of Orthopedics*

B.A. and M.D., Virginia, 1918 and 1922; Int. in Med., Ass't. Res. in Surg., Int., Ass't. Res. and Res. in Ortho. Surg., Johns Hopkins Hosp., 1922-1927; Instr. in Ortho. Sur., Johns Hopkins Med. Sch., 1926-1927; Attending Orthopedic Surgeon, four hospitals, Washington, D. C.; Instr. in Ortho., George Washington Univ. Med. Sch., 1927-1930; *Orthopedist, Duke Hospital, 1930—*

DAVID TILLERSON SMITH, A.B., M.D., *Professor of Bacteriology, and Associate Professor of Medicine.*

A.B., Furman, 1918; M.D., Johns Hopkins, 1922; Int. in Ped., Johns Hopkins Hosp., 1922-1923; Ass't. in Path. and Bact., Rockefeller Institute, 1923-1924; Bacteriologist, Pathologist and Director, Research Laboratory of N. Y. State Hosp. for Tuberculosis, Ray Brook, N. Y., 1924-1930; *Bacteriologist and Associate Physician, Duke Hospital, 1930—*

DOUGLAS HAMILTON SPRUNT, B.S., M.S., M.D., *Associate Professor of Pathology*

B.S., Virginia, 1922; M.D. and M.S., Yale, 1927 and 1929; Ass't. Res. and Res. in Path., New Haven Hosp., 1927-1929; Instr. in Path., Yale Med. Sch., 1928-1929; Sterling Research Fellow, 1929-1930; Ass't. in Med., Hosp. of Rockefeller Institute, 1930-1932; *Associate Pathologist, Duke Hospital, 1932—*

FRANCIS HUNTINGTON SWETT, A.B., M.A., Ph.D., *Professor of Anatomy*

A.B., Bates, 1916; M.A., Brown, 1917; Ph.D., Yale, 1922; Instr. and Assoc. in Anat., Johns Hopkins Med. Sch., 1922-1925; Assoc. Prof. of Anat., Vanderbilt Med. Sch., 1925-1930.

HAYWOOD MAURICE TAYLOR, B.S., M.S., Ph.D., *Assistant Professor of Biochemistry and Toxicology*

B.S., M.S., and Ph.D., Univ. of North Carolina, 1920, 1921, and 1924; Instr. in Chem. and Pharmaceut. Chem., Univ. of North Carolina, 1920-1925; Research Chemist, E. R. Squibb & Sons, and Fisk Rubber Company, 1925-1928; Instr. in Ophthalmol., and Chemist to Wilmer Institute, Johns Hopkins Hosp., 1928-1930; Visiting Fellow in Forensic Med., New York Univ., 1934; *Associate Biochemist and Toxicologist, Duke Hospital, 1930—*

ANNE YATES, A.B., A.M., Ph.D., *Associate in Biochemistry*

A.B., Mount Holyoke, 1913; A.M. and Ph.D., Columbia, 1915 and 1920; Teach. Fellow in Chem., Barnard, 1913-1915; Instr. in Physiol., Mount Holyoke, 1915-1917; Teach. Fellow in Physiol., Minnesota Med. Sch., 1917-1918; Instr. in Physiol., Wellesley, 1919-1920; Assoc. in Biol., Bryn Mawr, 1920-1925; Ass't. Scientist, St. Elizabeth's Hosp., 1926-1933; *Assistant Biochemist, Duke Hospital, 1933—*

JAY MORRIS ARENA, B.S., M.D., *Instructor in Pediatrics*

B.S., West Virginia, 1930; M.D., Duke, 1932; Int. in Ped., Johns Hopkins Hosp., 1932-1933; Ass't. Res. and *Resident in Pediatrics, Duke Hospital, 1933—*

THEODORE W. ATWOOD, A.B., D.M.D., *Assistant in Dentistry*

A.B., Duke, 1928; D.M.D., Harvard, 1932; *Dentist, Duke Hospital, 1934—*

GEORGE JAY BAYLIN, A.B., *Assistant in Anatomy*

A.B., Johns Hopkins, 1932.

JASPER LAMAR CALLAWAY, M.D., *Assistant in Medicine*

M.D., Duke, 1932; Fellow in Derm. and Syphil., Univ. of Penna. Hosp., 1933; Int. and *Assistant Resident in Medicine, Duke Hospital, 1933—*

ERNEST WILLIAM CONSTABLE, B.S., M.S., Ph.D., *Research Fellow in Biochemistry*

B.S., North Carolina State, 1921; M.S. and Ph.D., North Carolina, 1923 and 1934.

GEORGE HENRY DERIEUX, B.S., M.D., *Assistant in Obstetrics and Gynecology*

B.S. and M.D., Virginia, 1928 and 1932; Int. and *Assistant Resident in Obstetrics and Gynecology, Duke Hospital, 1933—*

MACDONALD DICK, B.A., M.A., M.D., *Associate in Medicine, Physiology and Pharmacology*

B.A. and M.A., Virginia, 1922 and 1923; M.D., Johns Hopkins, 1928; Int. and Ass't. Resident, Vanderbilt Univ. Hosp., 1928-1930; Ass't. in Path. and Bact., Rockefeller Institute, 1930-1932; *Assistant Physician, Duke Hospital, 1932—*

ALFRED DEADERICK DOAK, A.B., M.D., *Assistant in Medicine*

A.B., Georgetown Coll., 1928; M.D., Harvard, 1933; Int. and *Assistant Resident in Medicine, Duke Hospital, 1933—*

JESSE HARRISON EPPERSON, B.S., *Instructor in Preventive Medicine and Public Health*

B.S., Oklahoma, 1914; Health Officer, Durham City and County, 1922—

JOHN WENDELL EVERETT, A.B., Ph.D., *Instructor in Anatomy*

A.B., Olivet, 1928; Ph.D., Yale, 1932; Instr. in Biol., Goucher, 1930-1931.

HAROLD FINKELSTEIN, B.S., M.D., *Instructor in Anatomy and Surgery*

B.S., Yale, 1924; M.D., Johns Hopkins, 1928; Int. and Asst. Res. in Surg., Johns Hopkins Hosp., 1928-1929 and 1930-1931; Fellow in Surg., Johns Hopkins Med. Sch., 1929-1930; Ass't. Res. and Res. in Sur., and *Assistant Surgeon, Duke Hospital, 1931—*

RICHARD VAN FLETCHER, B.S., M.D., *Assistant in Surgery*

B.S., Georgia, 1929; M.D., Johns Hopkins, 1933; Int. and *Assistant Resident in Surgery, Duke Hospital, 1933—*

CLARENCE DEARBORN FREEMAN, JR., A.B., M.D., *Assistant in Obstetrics and Gynecology*

A.B., Virginia, 1928; M.D., Virginia, 1932; Int. and *Assistant Resident in Obstetrics and Gynecology, Duke Hospital, 1933—*

CHARLES HOUSTON GAY, A.B., M.D., *Assistant in Pediatrics*

A.B. and M.D., Duke, 1929 and 1933; Int., The Children's Clinic, N. Y. City, and New Haven Hosp., 1933-1934; *Assistant Resident in Pediatrics, Duke Hospital, 1934—*

WILLIAM LORENZ HALTOM, A.B., M.D., *Instructor in Urology*

A.B., Hendrix, 1925; M.S., Alabama, 1929; M.D., Duke, 1932; Int., Duke Hosp., 1932-1933; Res., Presbyterian Hosp., Chicago, 1933-1934; *Resident in Urology, Duke Hospital, 1934—*

WALTER THALMAN HASLER, A.B., M.D., *Assistant in Otolaryngology*

A.B., Brigham Young, 1929; M.D., Duke, 1933; Int., Church Home and Infirmary, Balto., 1933-1934; *Assistant Resident in Otolaryngology, Duke Hospital, 1934—*

CHARLES LEWIS HAYWOOD, JR., A.B., M.A., M.D., *Instructor in Anatomy*

A.B. and M.A., Virginia, 1923; M.D., Harvard, 1927; Int. and Res. in Surg., Fifth Ave. Hosp., 1927-1929.

GEORGE HEINITSH, B.S., M.D., *Assistant in Surgery*

B.S., Univ. of N. Carolina, 1930; M.D., Duke, 1932; Int. in Surg., Fellow of Priv. Diag. Clinic, and *Assistant Resident in Otolaryngology, Duke Hospital, 1932—*

WILLIAM HENRY HOLLINSHEAD, B.A., M.S., Ph.D., *Instructor in Anatomy*

B.A., M.S., and Ph.D., Vanderbilt, 1926, 1927, and 1932; Instr. in Biol., Vanderbilt, 1927-1930.

CHARLES WRIGHT HOOKER, A.B., A.M., Ph.D., *Research Fellow in Medicine*

A.B., A.M., and Ph.D., Duke, 1930, 1932, and 1934.

JULIA MARY JONES, A.B., *Assistant in Anatomy*

A.B., Ohio State, 1930.

AUSTIN LOUIS JOYNER, B.S. and M.D., *Research Fellow in Medicine.*

B.S. and M.D., Duke, 1934.

GEORGE W. JOYNER, B.S., M.D., *Assistant in Surgery*

B.S., Wake Forest, 1930; M.D., Duke, 1932; Int. in Surg., and *Assistant Resident in Surgery, Duke Hospital, 1932—*

JAMES RAYMOND KLEIN, A.B., *Assistant in Biochemistry*

A.B., Duke, 1934.

ALBERT A. KONDRITZER, A.B., M.S., *Assistant in Biochemistry*

A.B. and M.S., Cincinnati, 1931 and 1932; Fellow in Biochemistry, Cincinnati, 1931-1934.

JACOB STAUFFER LEHMAN, B.S., M.D., *Instructor in Roentgenology*

B.S. and M.D., Hahnemann, 1929 and 1931; Int., Hahnemann Hosp., 1931-1932; Roentgenology Dept., Hahnemann Hosp., 1932-1933; Resident in Roentgenology and *Assistant Roentgenologist, Duke Hospital, 1933—*

ERNEST PARRISH McCUTCHEON, D.D.S., *Instructor in Dentistry*

D.D.S., Atlanta Southern Dental College, 1928; *Dentist, Duke Hospital, 1930—*

ROBERT LINDSAY McMILLAN, M.D., *Assistant in Medicine*

M.D., Duke, 1933; Int., Univ. Hospitals of Cleveland, 1933-1934; *Assistant Resident in Medicine, Duke Hospital, 1934—*

HARRY OSCAR MICHEL, B.S., *Assistant in Biochemistry*

B.S., Calif., 1933; Research in Biochemistry, Univ. of Calif., 1933-1934.

ARCH SHERROD MORROW, A.B., *Assistant in Anatomy*

A.B., Davidson, 1932.

MAX OGLESBEE OATES, A.B., M.D., *Instructor in Surgery*

A.B. and M.D., Johns Hopkins, 1924 and 1929; Int. in Surg., Johns Hopkins Hosp., 1929-1930; Instr. in Path., Duke Med. Sch., 1931-1932;; Ass't. Res. and Res. in Path., and *Assistant Resident in Surgery, Duke Hospital, 1930—*

EDWARD STEWART ORGAIN, M.D., *Instructor in Medicine and Physiology*

M.D., Virginia, 1930; Int., Ass't. Res. and Res. in Med., Univ. Hospital of Cleveland, 1930-1933; Res. Fellow in Med., Mass. General Hosp., 1933-1934; *Assistant Physician, Duke Hospital, 1934—*

MADISON EDWARD PARRISH, B.S., M.D., *Assistant in Roentgenology*

B.S., Furman, 1928; M.D., South Carolina, 1932; Int., James Walker Memorial Hospital, Wilmington, N. C., 1932-1933; Medical Corps, U. S. A., 1933-1934; *Assistant Resident in Pediatrics, Duke Hospital, 1934—*

EVERETT BLANKS POOLE, A.B., M.D., *Instructor in Medicine*

A.B., Howard, 1926; M.D., Vanderbilt, 1931; Int., Tenn. Coal, Iron and R. R. Hosp., 1931-1932; Ass't. Res. and *Resident in Medicine, Duke Hospital, 1932—*

MARY ALVERTA POSTON, *Assistant in Bacteriology*

Ass't. in Biol. Lab., Johns Hopkins Hosp., 1922-1930; *Assistant Bacteriologist, Duke Hospital, 1930—*

RICHARD BEVERLY RANEY, A.B., M.D., *Instructor in Orthopedics*

A.B., Univ. of Carolina, 1926; M.D., Harvard, 1930; Int. Ass't. Res. and Assoc. Res. in Surg., Strong Memorial Hosp., 1930-1934; *Resident in Orthopedics, Duke Hospital, 1934—*

PAUL GERHARD REQUE, M.D., *Assistant in Medicine*

M.D., Duke, 1933; Int. and *Assistant Resident in Medicine, Duke Hospital, 1933—*

RAYMOND HARRISON RIGDON, B.S., M.D., *Instructor in Pathology*

B.S. and M.D., Emory, 1929 and 1931; Int., Ass't. Res., and *Resident in Pathology, Duke Hospital, 1931—*

JAMES M. RUEGSEGGER, A.B., M.D., *Instructor in Medicine*

A.B., Baldwin-Wallace, 1922; M.D., Western Reserve, 1931; Int. and Ass't. Res. in Med., Duke Hospital, 1931-1934; on leave of absence, 1934-1935, at Boston City Hospital.

PAUL WELDON SANGER, A.B., M.D., *Assistant in Surgery*

A.B., Oklahoma, 1927; M.D., Vanderbilt, 1931; Int. and *Assistant Resident in Surgery, Duke Hospital, 1931—*

EUGENE NESTOR SCADRON, A.B., M.D., *Research Fellow in Medicine*

A.B., Dartmouth, 1930; M.D., Duke, 1934.

HERMAN MAX SCHIEBEL, A.B., M.D., *Assistant in Surgery*

A.B. and M.D., Johns Hopkins, 1929 and 1933; Int. and *Assistant Resident in Surgery, Duke Hospital, 1933—*

WILLIAM SCHULZE, B.S., *Assistant in Anatomy*

B.S., Richmond, 1932.

MARY ELIZABETH SHIPP, A.B., M.A., *Research Assistant in Anatomy*

A.B. and M.A., Duke, 1929 and 1932.

SUSAN GOWER SMITH, A.B., M.A., *Instructor in Physiology and Pharmacology*

A.B., Winthrop and Barnard, 1916 and 1919; M.A., Columbia, 1924; Chemist, N. Y. State Hosp., 1926-1930.

WALTER LEE THOMAS, JR., A.B., M.A., M.D., *Instructor in Obstetrics and Gynecology*

A.B., Lynchburg, 1926; M.A. and M.D., Virginia, 1927 and 1931; Int., Virginia-Mason Hosp., 1930-1931; Ass't. Res. and *Resident in Obstetrics and Gynecology, Duke Hospital, 1931—*

MARGARET DOROTHY WEBSTER, B.Sc., M.Sc., *Assistant in Physiology and Pharmacology*

B.Sc. and M.Sc., Dalhousie, 1933 and 1934.

JARRETT EARL WILLIAMS, M.D., *Assistant in Pathology*

M.D., Duke, 1933; Int. and *Assistant Resident in Pathology, Duke Hospital, 1933—*

WILLIAM EDGAR WILKINSON, B.S., M.D., *Assistant in Surgery*

B.S., Davidson, 1928; M.D., Duke, 1932; Int. in Surg., 1932-1933; Ass't. Res. in Path., 1933-1934, and *Assistant Resident in Surgery, Duke Hospital, 1934—*

KE-FANG YAO, M.D., *Fellow in Bacteriology*

M.D., Hunan Yale, China, 1924; Int., Kashing General Hosp., 1924-1925; Ass't. Res. in Path., 1925-1926; Ass't. in Parasitology, 1926-1929; Peiping Union Med. Coll.; Assoc. in Med., Huchow General Hosp., 1929-1934.

DAVID YOUNG, M.D., *Instructor in Neuropsychiatry*

Med. House Officer, Mass. General Hosp., 7/1/31-1/31/33; Int. and Res. in Neurol., Bellevue Hosp., 2/1/33-12/31/33; Int. in Psychiatry, Worcester State Hosp., 1/1/34-7/31/34; Junior Ass't. Phys. in Psychiatry, McLean Hosp., 8/1/34-12/31/34; *Resident Neuropsychiatrist, Duke Hospital, 1935—*

LOUIS BERNARD ZIV, A.B., M.D., *Instructor in Surgery.*

A.B. and M.D., Johns Hopkins, 1926 and 1930; Int., Ass't Res. and *Resident in Surgery, Duke Hospital, 1930—*

STAFF OF DUKE HOSPITAL

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F. Ross Porter, A.B., *Assistant Superintendent.*
Bessie Baker, R.N., B.S., *Dean of School of Nursing.*
Elsie Wilson Martin, A.B., M.S., *Professor of Dietetics.*
I. Thomas Reamer, Ph.G., *Pharmacist.*
Reba New Hobgood, *Social Service.*
Judith Farrar, A.B., B.S., *Librarian.*
Mary Hoen Muller, R.N., *Anesthetist.*
Christian Adolph Letzing, *Braces and Instruments.*

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Chiefs of Services

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William Banks Anderson, A.B., M.D., *Ophthalmology.*
Bayard Carter, A.B., B.A., M.A., M.D., *Obstetrics and Gynecology.*
Raymond S. Crispell, A.B., M.D., *Neuropsychiatrist.*
Wilburt Cornell Davison, A.B., B.A., B.Sc., M.A., D.Sc., M.D., *Pediatrics.*
Watt Weems Eagle, A.B., M.D., *Otolaryngology.*
Wiley Davis Forbus, A.B., M.D., *Pathology.*
Frederic Moir Hanes, A.B., A.M., M.D., *Medicine.*
Deryl Hart, A.B., M.A., M.D., *Surgery.*
Ernest Parrish McCutcheon, D.D.S., *Dentistry.*
William Alexandre Perlzweig, B.S., A.M., Ph.D., *Biochemistry.*
Robert James Reeves, A.B., M.D., *Roentgenology.*
Alfred Rives Shands, Jr., B.A., M.D., *Orthopedics.*
David Tillerson Smith, A.B., M.D., *Bacteriology.*

Associate Staff

Macdonald Dick, A.B., M.A., M.D., *Medicine.*
Oscar Carl Edvard Hansen-Prüss, A.B., M.D., *Medicine.*
Christopher Johnston, A.B., M.D., *Medicine.*
Thomas T. Jones, A.B., M.D., *Medicine.*
William Henry Kelley, M.D., *Medicine.*
Walter Kempner, M.D., *Medicine.*
Donald Stover Martin, A.B., M.D., *Medicine and Bacteriology.*
William Stewart Orgain, M.D., *Medicine.*

Elbert Lapsley Persons, A.B., M.D., *Medicine and Dermatology.*
Julian Meade Ruffin, A.B., M.A., M.D., *Medicine.*
David Tillerson Smith, A.B., M.D., *Medicine.*
Clarence Ellsworth Gardner, Jr., A.B., M.D., *Surgery.*
Robert Randolph Jones, Jr., A.B., M.D., *Surgery.*
Theodore W. Atwood, A.B., D.M.D., *Dentistry.*
Edwin Crowell Hamblen, B.S., M.D., *Obstetrics and Gynecology.*
Robert Alexander Ross, B.S., M.D., *Obstetrics and Gynecology.*
Annie Thompson Smith, A.B., A.M., M.D., *Obstetrics and Gynecology.*
Baird Urquhart Brooks, B.S., M.D., *Pediatrics.*
Arthur Hill London, Jr., A.B., M.D., *Pediatrics.*
Angus McBryde, B.S., M.D., *Pediatrics.*
Jacob Stauffer Lehman, B.S., M.D., *Roentgenology.*
Roger Denio Baker, A.B., M.D., *Pathology.*
Douglas Hamilton Sprunt, B.S., M.S., M.D., *Pathology.*
Haywood Maurice Taylor, B.S., M.S., Ph.D., *Toxicology.*
Anne Yates, A.B., A.M., Ph.D., *Biochemistry.*

Resident Staff

Residents

Everett Blanks Poole, A.B., Howard, 1926; M.D., Vanderbilt, 1931; *Medicine.*
Louis Bernard Ziv, A.B. and M.D., Johns Hopkins, 1926 and 1930; *Surgery.*
William Lorenz Haltom, A.B., Hendrix, 1925; M.D., M.S., Alabama, 1929; Duke, 1932; *Urology.*
Richard Beverly Raney, A.B., North Carolina, 1926; M.D., Harvard, 1930; *Orthopedics.*
Walter Lee Thomas, Jr., A.B., Lynchburg, 1926; M.A. and M.D., Virginia, 1927 and 1931; *Obstetrics and Gynecology.*
Jay Morris Arena, M.D., Duke, 1932; *Pediatrics.*
Raymond Harrison Rigdon, B.S. and M.D., Emory, 1929 and 1931; *Pathology.*
David Young, A.B., North Carolina, 1928; M.D., Harvard, 1931; *Neuropsychiatry.*
Snowden Cowman Hall, A.B., William and Mary, 1923; M.D., Harvard, 1930; *Private Diagnostic Clinic.*

Assistant Residents

Jasper Lamar Callaway, M.D., Duke, 1932; *Medicine.*
Alfred Deaderick Doak, A.B., Georgetown, 1928; M.D., Harvard, 1933; *Medicine.*
Robert Lindsay McMillan, M.D., Duke, 1934; *Medicine.*
Paul Gerhard Reque, M.D., Duke, 1933; *Medicine.*
Richard Van Fletcher, B.S., Georgia, 1929; M.D., Johns Hopkins, 1933; *Surgery.*
George W. Joyner, B.S., Wake Forest, 1930; M.D., Duke, 1932; *Surgery.*

PAUL WELDON SANGER, A.B., Oklahoma, 1927; M.D., Vanderbilt, 1931; *Surgery.*

HERMAN MAX SCHIEBEL, A.B. and M.D., Johns Hopkins, 1929 and 1933; *Surgery.*

WILLIAM EDGAR WILKINSON, B.S., Davidson, 1928; M.D., Duke, 1932; *Surgery.*

WALTER THALMAN HASLER, A.B., Brigham Young, 1929; M.D., Duke, 1933; *Otolaryngology.*

GEORGE HEINITSH, B.S., North Carolina, 1930; M.D., Duke, 1932; *Otolaryngology.*

GEORGE HENRY DERIEUX, B.S. and M.D., Virginia, 1928 and 1932; *Obstetrics and Gynecology.*

CLARENCE DEARBORN FREEMAN, A.B. and M.D., Virginia, 1928 and 1932; *Obstetrics and Gynecology.*

CHARLES HOUSTON GAY, A.B. and M.D., Duke, 1929 and 1933; *Pediatrics.*

JARRETT EARL WILLIAMS, M.D., Duke, 1933; *Pathology.*

MADISON EDWARD PARRISH, B.S., Furman, 1928; M.D., South Carolina, 1932; *Roentgenology.*

Internes

J. SAMUEL BAKER, A.B., Southern California, 1931; M.D., Duke, 1934; *Medicine.*

ELEANOR BEAMER EASLEY, B.A., Idaho, 1928; M.A., Iowa, 1929; M.D., Duke, 1934; *Medicine.*

MICHAEL JOSEPH LEPORE, B.S., New York Univ., 1929; M.S. and M.D., Rochester, 1931 and 1934; *Medicine.*

R. GREGORY MAGRUDER, B.S. and M.D., Virginia, 1929 and 1933; *Medicine.*

TALMAGE LEE PEELE, A.B. and M.D., Duke, 1929 and 1934; *Medicine.*

EDWIN MACRAE RUCKER, A.B., Randolph-Macon, 1927; M.D., Duke, 1934; *Medicine.*

SAMUEL E. UPCHURCH, B.A. and M.D., Vanderbilt, 1929 and 1933; *Medicine.*

JAMES HENDERSON CHERRY, B.S. and M.D., Duke, 1932 and 1933; *Surgery.*

RALPH JAMES JOHANSMANN, B.S. and M.D., Cincinnati, 1930 and 1934; *Surgery.*

JOHN SANDERS MILLER, JR., A.B. and M.D., Hopkins, 1929 and 1934; *Surgery.*

FRANCIS LEROY OWENS, M.D., Duke, 1934; *Surgery.*

ALBERT RANDALL SMITH, M.D., Duke, 1934; *Surgery.*

JAMES EDWARD WILSON, A.B., West Virginia, 1930; M.D., Hopkins, 1934; *Surgery.*

CHARLES H. MAUZY, JR., B.S., Davidson, 1929; M.D., Virginia, 1933; *Obstetrics and Gynecology.*

SHELDON PAYNE, B.S. and M.D., Yale, 1928 and 1931; *Obstetrics and Gynecology.*

Gifford Dealton Seitz, B.A. and M.D., Oregon, 1928 and 1932; *Obstetrics and Gynecology.*

James Leath Collier, B.A., Rice, 1929; M.D., Tulane, 1933; *Pediatrics.*

Barbara Ann Hewell, A.B., Goucher, 1924; M.D., Vanderbilt, 1932; *Pediatrics.*

Louis Carroll Roberts, A.B., Davidson, 1930; M.D., Duke, 1933; *Pathology.*

Louis John Saxe, M.D., Duke, 1934; *Student Health Service.*

A. Fraser Lapsley, B.S., Richmond, 1933; M.D., Virginia, 1933; *Private Diagnostic Clinic.*

COMMITTEES OF THE SCHOOL OF MEDICINE

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New York, New York	Lawrence S. Kubie
New York, New York	James B. Murphy
New York, New York	Bertram J. Sanger
Rochester, New York	William S. McCann
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Cleveland, Ohio	B. S. Kline
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Philadelphia, Pennsylvania	John T. Bauer
Pittsburgh, Pennsylvania	Davenport Hooker
Pittsburgh, Pennsylvania	Roy R. Snowden
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Columbia, South Carolina	William Weston
Columbia, South Carolina	James H. Gibbes
Memphis, Tennessee	Raphael E. Semmes
Nashville, Tennessee	R. Sidney Cunningham
Fort Worth, Texas	Khleber H. Beall
Salt Lake City, Utah	Alfred J. Ridges
St. Johnsbury, Vermont	Wm. G. Ricker
Charlottesville, Virginia	Henry B. Mulholland
Roanoke, Virginia	Hugh H. Trout
Huntington, West Virginia	George M. Lyon
Seattle, Washington	Albert S. McCown

GENERAL STATEMENT

Duke University School of Medicine and Duke Hospital were established in 1925, through the munificent gift of the late James B. Duke. The hospital and public dispensary were opened for patients on July 21, 1930, and up to January 1, 1935, 48,000 patients had been registered under the unit history system. During 1934 the average hospital census was 236; 86,100 days of hospital care were given; and 38,000 visits were made to the public dispensary. On October 1, 1934, two hundred and ten medical students were registered.

The *School of Medicine* has been planned to insure the greatest correlation between the various departments. These facilities are available also for students who are studying for degrees other than that of Doctor of Medicine. The *Hospital* has every modern convenience for the diagnosis, proper care, welfare and comfort of the patients, both private and charity, white and colored, whether they come from Durham or from a distance. The School of Medicine has been approved as class A, and the Hospital has been approved for interneships and residencies by the Council on Medical Education and Hospitals of the American Medical Association. The School of Medicine also has been approved by the Association of American Medical Colleges, and the Hospital by the American College of Surgeons.

FACILITIES OF THE HOSPITAL

The Duke Hospital has four hundred and fifty-six beds, including fifty bassinets for newly born infants. *Medicine*, including dermatology, neurology, and psychiatry, has one hundred and eleven ward beds; *surgery*, including urology, otolaryngology, ophthalmology, and orthopedics, one hundred and five ward beds; *obstetrics*, including *gynecology*, fifty-six, and fifty bassinets; and *pediatrics*, fifty-two. There are eighty-two private rooms and semi-private cubicles, seven operating rooms, four obstetrical delivery rooms, and accommodations for a resident staff of fifty. Offices and examining rooms for the members of the medical faculty are located in the hospital.

Public Ward Patients. Duke Hospital cannot give charity treatment to all who apply; therefore patients whose incomes are less than fifteen dollars per week should apply for examinations or for admission to the public wards, through their family physicians, to the Duke Public Dispensary (tel. Durham F-131) on the days and hours listed below. The hospital fees consist of three classes of flat daily rates (private, semi-private, and public ward) which cover all hospital costs, including those usually charged as extras, thereby making it possible to estimate, in advance, the probable cost of hospitalization and to adjust the bill to the patient's resources. This policy of basing the rate upon the amount the patient can pay, rather than on the actual cost, like a hotel, has enabled many, who, under the former system, unnecessarily were objects of charity, to maintain their self-respect by contributing a fixed sum within their means. The actual cost to the hospital for public ward care is over four dollars daily; but in order to meet the greatly increased demand for charity work, Duke Hospital adopted the coöperative plan of paying half the cost, provided the patient's local welfare department coöperated by paying the other half, or two dollars daily, in advance, which is in accordance with Mr. Duke's plan that the communities share, with the Duke Endowment, the burden of charity patients, instead of either carrying all of it. Charity care is treatment which is furnished at less than cost. Whether or not the patient's community pays part of that cost, the balance is charity from Duke Hospital. Far more individuals have been helped under this new coöperative plan than formerly were cared for. As a matter of fact, the total amount of actual free service to the community in dollars and cents, or patient days, is much greater than that previously furnished. Welfare departments and churches should assist in the payment for the needy.

Private Patients. Patients who can pay the ward and private rates of $3.50 to $9.00 per day, exclusive of professional services, may at any time, through their family physicians, in consultation with any member of the hospital staff, make reservations by telephoning to the admitting office (Durham F-131). Appointments for private examinations and treatment may be made in advance by telephoning to members

of the hospital staff or to the Private Diagnostic Clinic (Durham F-131).

Every effort is being made to coöperate with the medical profession, and patients are asked to return to the physicians who referred them to the hospital and public dispensary.

PUBLIC DISPENSARY

The public dispensary, with ninety examination and treatment rooms, a physiotherapy division, and a brace and instrument shop, is equipped for the diagnosis and treatment of all forms of disease.

SCHEDULE OF THE DUKE PUBLIC DISPENSARY. Patients are admitted at 12 noon. *Medicine, General Surgery, Obstetrics, and Gynecology, Children's Diseases, Ear, Nose, and Throat:* Daily, except Saturdays, Sundays and holidays. *Urology:* Tuesdays, Wednesdays, Thursdays, and Fridays. *Dentistry:* Mondays and Thursdays. *Eye:* Tuesdays and Thursdays. *Orthopedics:* Mondays, Wednesdays, and Fridays. *Asthma, Hay Fever, and Skin Diseases:* Tuesdays, 9:00 A.M. *Syphilology:* Thursdays evenings, 6:30-7:30 P.M.

If the patient is able to pay, the public dispensary charge is from $0.75 to $5.00 for the first visit to any department, except syphilology and asthma, in which the rates are $2.00 and $5.00 respectively, because of the cost of materials used. For the return visits, to the regular clinics, the rate is from $0.25 to $0.75 for consultation or completion of examination; and $0.75 for patients who have not been instructed to return, and do so on their own initiative. In order to coöperate with the medical profession, anyone who wishes to attend the public dispensary should consult, and bring a letter from his or her own physician. All patients accompanied by their physicians are admitted free to the public dispensary.

The general policy of admitting patients to the wards and public dispensary is to consider carefully their financial and social status; income and size of family, special responsibilities, and the probable cost of treatment, all being weighed in determining admission. A married patient, for instance, with an income of less than fifteen dollars per week is considered admissible to the public wards or public dispensary, for ordinary conditions; the income limit, of course, varying according to

the other factors which affect the patient's financial status. Those who are able to pay the ordinary fees of consultants and specialists are not admitted to the public dispensary, but may make arrangements through their own physicians for examinations by any member of the hospital staff, or in the Private Diagnostic Clinic.

PRIVATE DIAGNOSTIC CLINIC

The Private Diagnostic Clinic was organized to coördinate the diagnostic studies, and better to care for all the complicated problems arising in the examination of private patients. The clinical staff of Duke Hospital and School of Medicine form the professional staff of this clinic, while the financial side is handled by a business manager. The offices and examining rooms are in Duke Hospital, and all the laboratory and diagnostic facilities of the hospital and school of medicine are utilized by the clinic. A complete diagnostic survey usually requires from one to four days, and the charges generally range from $15 to $50, the amount depending on the work required and on the financial condition of the patient. Since its organization the clinic has grown steadily in size, and seems to fill a definite place in the diagnostic studies on private patients.

SCHOOL OF NURSING

The next class of students will be admitted to the Duke University School of Nursing on September 30, 1935, but applications should be sent as soon as possible; applications will be considered in order of receipt. The entrance requirements are intelligence, character, and graduation from an acceptable high school. The course leading to the Diploma of Graduate Nurse consists of three years of eleven months each. The tuition is $100 per year. Application forms and bulletins may be obtained by writing to the Dean, Duke University School of Nursing, Durham, N. C.

Duke University grants the degree of Bachelor of Science in Nursing to women who have completed successfully two years of college work (sixty semester-hours) in Duke University or another approved university or college, in addition to the three-year course leading to the Diploma of Graduate Nurse in

Duke University School of Nursing, provided they have had certain specified college courses. The sixty semester-hours of college work can be completed either before or after the three-year course in the School of Nursing, but not during it. Those who contemplate studying for this degree should obtain advice from the Dean of the School of Nursing about the university or college courses which are recommended.

SCHOOL OF DIETETICS

In addition to the training of medical students and nurses in dietetics, women whose previous training is acceptable may be admitted to the School of Dietetics, and are given the Diploma of Graduate Dietitian after the successful completion of the course of one year. The course includes both academic instruction and actual experience. There are classes and teaching clinics given by the faculty of the School of Medicine which are open to student dietitians. Applications should be sent to the Professor of Dietetics, Duke University School of Dietetics, Durham, N. C.

Intelligence and character are the essential qualifications for admission. Women are eligible who have received a bachelor's degree for a four-year undergraduate course in Duke University or another approved university or college. The academic requirements include courses in general chemistry; organic chemistry; bacteriology; education; biology; normal nutrition; food preparation; meal planning, experimental and quantity cooking, and institutional management. A course in physics is strongly recommended. The number of required semester-hours of each of the above courses is in accordance with the entrance requirements recommended by the American Dietetics Association.

POSTGRADUATE STUDY

The need for more provision for postgraduate study is very acute not only in this country but abroad. There are very few clinics to which a physician can go, after he has been in practice several years, to obtain the additional training which he has found he requires. The School of Medicine is attempting to fill this need. If any doctor wishes to spend a few days, weeks, or months reviewing his knowledge of medicine, surgery, ob-

stetrics, pediatrics, or other branches, or if he has to do an unusual operation and wishes to refresh his memory of the anatomy involved, the facilities and equipment are at his disposal. The School of Medicine is not limited to the training of its own students and staff, but extends to the members of the medical profession the benefit of everything it has. Graduates in medicine are welcomed especially at the various clinics and demonstrations in medicine, surgery, pediatrics, and other specialties, which are held from 9 A.M. to 12:30 P.M. each Saturday, and at the clinical-pathological conferences at 5 P.M. on Wednesdays. Further information may be obtained by writing to the head of the department concerned or to the dean.

INTERNESHIPS AND RESIDENCIES

Interneships of one year's duration with room, board, laundry, and uniforms furnished, but without salary, are available in *medicine* (including dermatology, neurology, and psychiatry), in *obstetrics* and *gynecology*, in *pediatrics*, in *surgery* (including general surgery, urology; and orthopedics), or in *pathology*, commencing each July and September. Application blanks, which must be returned by December first, may be obtained by writing to the Superintendent, Duke Hospital, Durham, N. C. Graduates of any class A medical school are eligible for interneships.

After the completion of an interneship in Duke Hospital or in another acceptable hospital, a certain number may be appointed as assistant residents in medicine, surgery, obstetrics and gynecology, pediatrics, neuropsychiatry, orthopedics, urology, otolaryngology, roentgenology, pathology, or biochemistry, or as fellows of the private diagnostic clinic, at a salary of $250 per year, with maintenance, and eventually may be promoted to the residency in the various departments or subdepartments of the hospital at an annual salary of $500 to $1,000 with maintenance. Applications should be made to the head of the department concerned.

The hospital and medical school are an integral part of Duke University campus. The university has educational, recreational, and athletic facilities for three thousand students, which are available for the resident staff.

The present resident staff of forty-seven consists of a resident, four assistant residents, and seven internes in *medicine;* a resident, five assistant residents, and six internes in *surgery* (the five surgical assistant residents are assigned in rotation to *general surgery, pathology, orthopedics,* and *urology*); two assistant residents in *otolaryngology;* a resident, two assistant residents, and three internes in *obstetrics* and *gynecology;* a resident, assistant resident, and two internes in *pediatrics;* a resident and assistant resident in *roentgenology;* a resident in *orthopedics;* a resident in *urology;* a resident in *neuropsychiatry;* a resident and two assistant residents in *pathology;* a resident and one fellow in the *Private Diagnostic Clinic;* and one interne on the *Student Health Service.*

LIBRARY

"To study the phenomena of disease without books is to sail an uncharted sea, while to study books without patients is not to go to sea at all."—SIR WILLIAM OSLER.

In addition to the general library of Duke University and the departmental libraries of biology, chemistry, and physics, which have 387,737 volumes available for medical students, Duke Hospital Library contains 29,904 volumes of American and foreign medical literature and subscribes to 283 current American and foreign medical and other scientific journals. These books and journals are available daily from 8:30 A.M. to 11:00 P.M. for the students, nurses, staff, and medical profession.

MEDICAL CARE

With the exceptions noted below, full medical and surgical care is furnished to all regularly matriculated students of the university for the medical fee of $3.33 per quarter. This service is under the direction of the university physician with the coöperation of the staff of Duke Hospital. It includes hospitalization, medical and surgical care, drugs, dressings, x-ray studies, and ward nursing. A charge for board is made at the same rate as in the university dining halls, and student meal tickets for these halls are accepted in payment of this board. Refraction of eyes, treatment of teeth and of all chronic conditions, such as the removal of diseased tonsils, are not included in this service. The cost of any necessary

braces and orthopedic appliances as well as of special nursing must be borne by the student.

APPLICATION FOR ADMISSION

Application forms may be obtained by writing to the Dean, Duke University School of Medicine, Durham, N. C. They must be filled in with typewriting, a 2 x 2½ inch recent photograph attached, and the application returned to the Dean as soon as possible. Applications are considered in the order received. If the information obtained is satisfactory, a personal interview with the committee on admission or a regional representative is arranged for the applicant. The candidate then is notified as soon as possible whether he has been accepted or declined; if accepted, the student must send a deposit of $50 within two weeks to insure his enrollment. This money is applied toward his tuition. First year students are admitted only in October at the beginning of the autumn quarter, but applications are considered and a decision in regard to admission is made at any time during the preceding year. Women are received on the same terms as men.

STUDENT GOVERNMENT

The members of the student body elect an Honor Council in which each class is represented. It is the duty of the Honor Council to hear all cases involving breaches of conduct on the part of members of the student body. All new students entering this school are required to comply with this system of government.

REQUIREMENTS FOR ADMISSION

"I request that great care and discrimination be exercised in admitting as students only those whose previous record shows a character, determination and application evincing a wholesome and real ambition for life."—James B. Duke.

Intelligence and character are the essential qualifications for admission.

In addition, each candidate must have the following preparation, which includes the minimal requirements for class A medical schools:

1. At least two years of college work (70 semester-hours), including:

2. *Biology:* At least one year (12 semester-hours, one half of which must be laboratory work, and must include training in embryology). A course in comparative anatomy also is recommended.

3. *Chemistry:* At least two years (10 semester-hours of inorganic chemistry including short or preliminary courses in qualitative and quantitative analysis, **and** 6 semester-hours of organic chemistry; one half of each course must be laboratory work). These represent the minimal requirements in chemistry. Additional courses in analytical and physical chemistry are desirable.

4. *Physics:* At least one year (10 semester-hours, one half of which must be laboratory work).

5. *English:* At least two years (12 semester-hours).

6. *Mathematics:* At least one year (6 semester-hours; a working knowledge of logarithms is essential, and one of calculus is desirable).

7. *German:* A reading knowledge of scientific German is highly desirable.

8. Applicants are required to take the aptitude tests of the Association of American Medical Colleges unless specifically excused by the school. These tests were given at most of the colleges and universities on December 7, 1934.

(Selection is based on the *quality* rather than the *quantity* of preparation.)

REQUIREMENTS FOR ADMISSION TO ADVANCED STANDING

In addition to the requirements for entrance, an applicant for admission to the junior class must present evidence that he will complete successfully the first- and second-year curriculum in a class A medical school consisting of: gross, microscopic, and neuro-anatomy, biochemistry, pharmacology, physiology, gross and microscopic pathology, bacteriology, clinical microscopy, and normal and abnormal physical diagnosis. Students who transfer from other medical schools can be admitted only in the autumn quarter, but are required to spend the preceding summer quarter here, without tuition, studying physical diagnosis and clinical microscopy, and pass the Duke preclinical examinations in September, unless satisfactory evidence of comparable training is furnished the Committee on Admissions.

They are eligible to receive their certificates in March or June two years later, depending on whether they attend the intervening summer quarter. Application forms may be obtained by writing to the Dean, Duke University School of Medicine, Durham, N. C.; they are considered and a decision in regard to admission made as described on page 31. Students at other approved medical schools may, if recommended, transfer to Duke for one or more quarters for regular or special studies. They should write to the dean for information.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN MEDICINE

Duke University grants the degree of Bachelor of Science in Medicine to students who have completed satisfactorily seventy semester-hours of college work in Duke University or another approved university or college, six quarters in the Duke University School of Medicine, *creditable extra* work in any department, and an accepted thesis. No credit toward this degree is given for additional college work, and students who have a bachelor's degree are not eligible. Students who wish to study for this degree should, during their third quarter, arrange a program of extra work with the head of the department concerned.

REQUIREMENTS FOR THE DEGREE OF DOCTOR OF MEDICINE

The degree of Doctor of Medicine is conferred upon those who, after fulfilling all the requirements for entrance, have completed, to the satisfaction of the executive committee, twelve quarters of the curriculum of the School of Medicine, and then have spent two years in satisfactory training in a hospital or laboratory acceptable to the executive committee. After the successful completion of the twelfth quarter, students are given certificates, and after the requirement of hospital or laboratory training has been met, the degree of Doctor of Medicine is conferred.

DEPARTMENTS OF INSTRUCTION

Anatomy

The autumn quarter and two days per week during the winter quarter of the first year are devoted to the courses of instruction in gross human anatomy, histology, and neurology *required* of all entering students. Further work in these subjects and advanced studies in various other branches of anatomy may be undertaken during the students' free time. Prospective candidates for *elective* work should discuss their wants with the member of the staff in charge of the particular field in which work is requested, because only a small number can be accommodated in each group. A few properly qualified students may be permitted to undertake original research under the direction of various members of the staff.

Biochemistry

The *required* course in general biochemistry for first year students in medicine and for properly qualified graduate students in other departments of the university is given during the winter quarter. Three lectures and four laboratory periods of three hours each per week for eleven weeks present a general outline of the subject to be supplemented by systematic reading. At least once a week the students meet in small groups with instructors for conferences and discussion of the laboratory work.

Electives in pathological chemistry, blood analysis, selected methods of biochemical research and the organic chemistry of proteins and carbohydrates are offered to groups of qualified students in the autumn, spring, and summer quarters. Details will be posted on the bulletin board. The facilities of the department of biochemistry, including various types of research equipment, and of the clinical material of the blood chemistry laboratory, are available for independent or supervised investigations.

Physiology and Pharmacology

The *required* courses consist of (a) a lecture course in physiology and pharmacology, including nutrition; (b) a laboratory course covering physiology, pharmacology and nutrition; and

(c) a seminar in which problems arising in the laboratory and in the student's reading are discussed.

Elective courses covering particular aspects of these subjects, including pathological physiology and research in special fields, are available. Details will be posted on the bulletin board.

Pathology

The *required* course in general pathology for second year students is given in the autumn and winter quarters. The class is divided into small groups, one instructor being assigned to each group. For the purpose of teaching the gross pathological alterations of tissue, the museum material, which consists of complete cases preserved as separate units, has been classified into well recognized groups, such as obstructions, diseases due to animal parasites, tumors, etc.; each group of material being placed in a separate laboratory. The various student groups are rotated through these rooms. The microscopic aspects of pathological processes are studied by the students at the same time the gross pathological features of the disease are being considered. Physiological, chemical, and bacteriological phases of the various disease processes also are presented to the student by constant reference to the autopsy protocols and clinical studies of the cases which are being considered by the groups. No formal course of lectures is given. Special lectures on general subjects which have wide application may be given from time to time to the whole class. Attendance at autopsies is required of the students of the second year, the class being divided into small groups which are called in turn. The group members are required to follow all the studies of the cases which they see, and when completed, they must present them in conference before the entire class.

Elective courses in pathology in the spring quarter are available for a limited number of students who have completed the course in general pathology. Research facilities are provided in the department for students who are trained sufficiently to undertake investigation.

On Wednesdays at 5 P.M., throughout the year, a clinical-pathological conference is held in coöperation with the staffs of the clinical departments. While this conference is designed especially for the hospital staff, it is open to all members of the medical profession and students in medicine.

Medicine

Bacteriology and serology are taught to first year students during the spring quarter. During their clinical clerkships on medicine (one quarter each for junior and senior classes), the students may perform the routine and special bacteriological work for the patients assigned to them on the teaching service, under the direction of the department of bacteriology and in parallel with the biological division of the medical clinic. An *elective* course in the newer developments in bacteriology and in immunology is given in the autumn quarter. Opportunities are afforded second year and senior students for investigations during their elective quarters.

Clinical microscopy is given in the autumn quarter of the second year. The course includes the essentials of hematology and the examination of fresh material, such as urine, stools, spinal fluid, sputum, transudates, and exudates. The most important parasites of man are studied by the use of fresh and museum material. Second year and senior students are given opportunities for special work and for investigation during their elective quarters.

Physical diagnosis. The course in physical diagnosis is given to second year students in the winter quarter. In this course the student is instructed first in the art of history taking, then in the examination of normal, and finally in the examination of abnormal, conditions. The class is divided into sections of not more than ten students, and each student is given individual instruction. The students take complete histories and make examinations of one another, which are checked by an instructor. After becoming thoroughly acquainted with normal physical signs, each student is given cases selected from the wards, representing the more common pathological conditions.

This course also is used as an introduction to clinical medicine, and all the specialties are taught by those practicing that particular branch of medicine. For example, the examination of the eye is taught by the division of ophthalmology; that of the ear, nose, and throat, by the division of otolaryngology, etc. The actual distribution of hours is as follows: Medicine (history taking, examination of chest, heart, etc.), 40 hours; surgery (introduction to surgical methods, examination of ab-

domen, etc.), 11 hours; neuropsychiatry, 16 hours; urology, 6 hours; orthopedics, 7 hours; otolaryngology, 7 hours; ophthalmology, 6 hours; dentistry, 3 hours; obstetrics and gynecology, 17 hours; pediatrics, 9 hours; x-ray, 4 hours; total, 126 hours. In this way the student receives not only the usual course in normal and abnormal physical signs but also an introduction to clinical medicine and the various specialties.

Junior medicine. Junior students are assigned in small groups for one quarter to the medical wards as clinical clerks. Ward rounds are held from 8:30 to 9:30 A.M., on Mondays, Wednesdays, and Fridays. During the autumn, winter, and spring quarters medical clinics are given on Mondays, Wednesdays, and Saturdays at 11:30 A.M.

Senior medicine. Senior students are assigned for one quarter to the dispensary as clinical clerks. Ward rounds are held from 9:30 to 11:30 A.M. on Mondays and Fridays. Seniors attend medical clinics on Mondays, Wednesdays, and Saturdays at 11:30 A.M.

A course in roentgenology, with especial reference to differential diagnosis and x-ray and radium therapy, is given to senior students during the senior medical quarter.

Neuropsychiatry. Instruction is started in the second year with a course that covers psychobiology and general psychopathology, and which serves as a bridge between the student's work in academic psychology and clinical neuropsychiatry. This course is concerned with the modern conception of the personality, its neurophysiological basis, growth and development, and traits, normal and abnormal. The problems of intelligence and intelligence testing and mental deficiency are discussed. The students are trained in neuropsychiatric method and examination, and they make a psychiatric or personality make-up examination upon themselves. Instruction in neuropsychiatry for junior and senior students is continued by weekly lecture-clinics on Wednesdays at 9:30, during the autumn, winter, and spring quarters. In the autumn quarter the emphasis is on neurology; in the winter and spring quarters the clinical study of psychiatry is developed. The subject of mental disorders in general is considered, and the major psychoses are specifically outlined. The didactic work in neuropsychiatry is supplemented by clinics and by the student's actual experience

in handling such psychiatric problems as occur on the wards and in the public dispensary of the hospital. The problems of the psychoneuroses, of psychotherapy, and of mental hygiene are emphasized.

In addition, clinics are held in the North Carolina State Hospital, Raleigh, N. C. This institution, with over two thousand patients, is coöperating splendidly with the school of medicine. Special and elective work in psychiatry is offered to students who are especially interested. For this, not only the facilities above mentioned, but also those of the North Carolina Caswell Training School for the mentally deficient are available. Before graduation, it is sought to give the student a workable conception of the individual as a whole, the psychobiological unit, that may be applied in practice.

Surgery

General surgery. In the winter quarter the second year students, during their course in physical diagnosis, attend clinics and demonstrations arranged to familiarize them with the technique of examinations and the diagnostic procedures used in general surgery and the surgical specialties. Emphasis is placed on the more practical and commonly used methods.

During the autumn, winter, and spring quarters, at 11:30 A.M. on Tuesdays and Fridays, and at 9:30 A.M. on Saturdays, clinics in surgery and the surgical specialties are held for junior and senior students. The *junior* students, during their surgical quarter, attend ward rounds in surgery from 8:30 to 9:30, on Mondays, Wednesdays, and Fridays, act as clinical clerks on the wards, avail themselves of the electives offered, and attend the regular clinics. The surgical group in the *senior* year attends ward rounds from 8:30 to 9:30 on Mondays, Wednesdays, and Fridays, the regular clinics and the electives offered, and works in the surgical dispensary in the afternoon. Individuals may take any of the electives offered.

An *elective* course in operative surgery is given in the experimental laboratory during the autumn and spring quarters. This course is scheduled from 8:30 to 11:30 A.M. on Tuesdays and Thursdays. The group is divided into operating teams, and each student takes his turn serving as the operator, first assistant, and anesthetist. During the winter quarter special work in

experimental surgery may be arranged by conference with the instructor. The purpose of this course is to teach the basic principles of aseptic surgery as well as of anesthesia. Incidently the student performs a number of operations illustrating various types of surgery, the operative procedures being of gradually increasing difficulty.

An *elective* course in emergency and traumatic surgery is given each quarter. In groups of two, each week, junior or senior students are on call in the emergency room for all accidents and emergencies. Opportunity is given to observe and to assist in the treatment of accident cases and in the diagnosis of acute abdominal emergencies. Lectures, twice each week, during the winter quarter, supplement this course.

An *elective* course in anesthesia is open to two properly qualified senior students, each quarter. Students meet the anesthetist each morning in the operating room and observe and administer anesthetics under supervision.

Ophthalmological division. During the winter quarter second year students receive instruction in elementary ophthalmology. During the senior specialties quarter the students are assigned to the ophthalmological clinic on Tuesday and Friday afternoons for five and one-half weeks, and assist in the study and treatment of eye diseases. Especial emphasis is placed on the underlying medical and surgical conditions. Each student follows throughout his time in the clinic all cases assigned to him. For those who manifest an unusual interest in this specialty, provision will be made for more advanced work.

Orthopedic division. In the winter quarter of the second year an introductory course in orthopedics is given. During their surgical quarter the junior students attend ward rounds at 9:30 A.M. on Mondays. The senior students in their surgical quarter may elect to attend these rounds. Clinics are held during the autumn quarter on Fridays at 11:30 A.M. for juniors and seniors. Students in their senior elective quarter spend Mondays, Wednesdays, and Fridays from 1:30 to 4:30 P.M. in the public dispensary. Special work may be arranged for those students in the senior elective quarter who elect to spend this time in orthopedics. An *elective* course in orthopedic pathology is offered for one hour per week during the winter quarter for juniors and seniors. Lectures on fractures are given

during the spring quarter for juniors and seniors. Students are given the opportunity of attending the North Carolina Orthopedic Hospital Clinic at Goldsboro once a month, if they so desire. Senior students, during their specialties quarter, may apply for appointments as student internes in the North Carolina Orthopedic Hospital (150 beds) at Gastonia.

Otolaryngological division. An introductory course of instruction in the use of otolaryngological instruments is given to second year students in the winter quarter. Clinics on Fridays at 11:30 A.M. during the spring quarter are given to junior and senior students. Senior students during their specialties quarter spend Monday, Tuesday, and Thursday afternoons in the otolaryngological clinic for five and one-half weeks. An *elective* course on the anatomy, physiology, and diseases of the ear, nose, and throat can be arranged for those desiring it.

Urological division. In the winter quarter there is given for second year students a course of lectures and practical demonstrations in urological physical diagnosis in the normal individual. Ward rounds on urological patients are given every Saturday at 8:30 A.M., throughout the year, which junior students, in their surgical quarter, and the senior specialties group are required to attend. During each quarter small groups are selected from the senior surgical students and assigned to the urological dispensary on Tuesday and Friday afternoons. Here, under proper supervision, they study patients and give recommended treatment. During one and a third quarters of the year urological lectures are given on Fridays at 11:30 A.M. for the junior and senior classes. These lectures deal with the affections of the male and female urinary tract and of the male genital tract. Clinics for urethroscopic and cystoscopic investigation and the more technical methods of urological diagnosis and treatment are held Wednesdays from 1:30 to 4:30 P.M., Thursdays from 9:30 A.M. to 12:30 P.M., and from 1 to 4:30 P.M., throughout the year. X-ray conferences on urological cases are held Tuesday and Thursday mornings from 8:30 to 9:30. Three senior students may attend one of these clinics and x-ray conferences.

Dentistry. Second year students, in the winter quarter, are instructed in the principles of dentistry. In order for junior

and senior students to become familiar with the more common diseases of the teeth and gums, particularly in their relationship to general medical and surgical diseases, provision is made for them to attend the dental clinic on Mondays and Thursdays from 1:30 to 4:30 P.M. The various lesions are demonstrated, their bearing on systemic disease discussed, and treatment carried out.

Obstetrics and Gynecology

Second year students receive seventeen hours of instruction in the fundamentals of obstetrics and gynecology during their course in physical diagnosis in the winter quarter. Clinics and demonstrations for junior and senior students are held on Saturdays at 10:30 A.M. during the autumn, winter, and spring quarters, and on Mondays at 11:30 A.M. in the summer quarters. During one quarter of the *junior* year each group of students attends ward rounds at 9:30 A.M. on Mondays, Wednesdays, and Fridays, for eleven weeks and the public dispensary at 1:30 P.M. daily, except Saturdays, Sundays, and holidays, for five and one-half weeks. The students also spend part of each day on the wards. *Senior* students, during their surgical quarter, have ward rounds on obstetrics and gynecology on Saturdays at 8:30 A.M. Each *senior* student, during his elective quarter, is required to spend three weeks on service with the Outside Obstetric Training Group at Charlotte, North Carolina. This group is active in the antepartum care, in the delivery of the patients, and in the postpartum care of patients registered by the Maternity Clinic of that city. The group is under the direction of a trained obstetrician.

Elective courses in the diagnosis and treatment of obstetric and gynecologic conditions are offered for junior and senior students.

Pediatrics

Each *second* year student receives nine hours of instruction in elementary pediatrics during the course in physical diagnosis in the winter quarter. During one quarter of the *junior* year the students are divided into two sub-groups. Each of these attend pediatric ward rounds at 10:30 A.M. on Mondays, Wednesdays, and Fridays, for eleven weeks and the pediatric dispensary at 1:30 P.M. daily, except Saturdays, Sundays, and holidays, for five and one-half weeks. The students also spend

part of each day on the pediatric ward. On Thursdays at 11:30 A.M., during the autumn, winter, spring, and summer quarters, the junior and senior students attend demonstrations at which the preclinical basis, as well as the clinical aspects of disease are emphasized. *Senior* students, during their medical quarter, have pediatric ward rounds on Saturdays from 8:30 to 9:30 A.M. *Elective courses.* Senior students may do research work in the mornings and work in the pediatric ward or dispensary one or more mornings per week, according to the time at their disposal.

Preventive Medicine and Public Health

Clinics, lectures, and demonstrations are held during the autumn, winter, and spring quarters.

CURRICULUM OF THE SCHOOL OF MEDICINE

The usual four-medical-school years of thirty-three weeks each may be condensed into three years of forty-four weeks each. Four terms of eleven weeks are given each year, and a certificate is granted after the satisfactory completion of twelve terms. These may be taken consecutively (certificate in three calendar years) if the student's previous work has been outstanding and if he has been given permission by the curriculum committee; or three terms may be taken each year (certificate in four calendar years). Such a curriculum will affect in no way the courses at any other medical school. If students who have received their first two years of training at other medical schools wish to spend their clinical years at the Duke University School of Medicine, they are eligible in October for the seventh quarter, which corresponds to the beginning of the usual junior class (see page 33).

Twenty-seven per cent of the time in this curriculum is free for elective work or anything else which the student wishes to do. No credits are given for specific courses during this free time. The opportunity merely is provided for each student, on his own initiative, to obtain the additional training which he may feel to be necessary or desirable. In the first year the greatest amount of free time is concentrated in the latter part of the year in order to give the student a more varied curriculum early in his course, and thus enable him to choose elective

courses from a wider range of subjects. One quarter has been left entirely free in the hope that many of the students will migrate to other medical schools in this country or abroad for elective work, a practice which is encouraged. The establishment of the four-quarter system at Chicago, Northwestern, Minnesota, and other universities has aided greatly this exchange of students. The students who do not transfer temporarily to other medical schools may utilize their free time in elective courses in pre-clinical and clinical departments, may pursue independent work in any subject, or may do research work. The elective courses have been organized for small groups and will be repeated, if necessary, in one or more quarters. Students who wish to study during the summer quarter, either here or elsewhere, or to spend elective or required quarters at other medical schools, must obtain permission, in advance, from the curriculum committee.

CURRICULUM OF FOUR QUARTERS OF ELEVEN WEEKS (429 HOURS) EACH

(The hours for these courses will be posted on the bulletin board.)

FIRST YEAR

Autumn Quarter (1st):

October 1 to December 20, 1935; October 6 to December 22, 1936; October 4 to December 21, 1937; October 3 to December 20, 1938.

Anatomy (including histology and neuro-anatomy)	429 Hours
Free time	0 Hours

Winter Quarter (2nd):

January 3 to March 21, 1935; January 6 to March 21, 1936; January 4 to March 20, 1937; January 3 to March 19, 1938.

Anatomy (including histology and neuro-anatomy)	154 Hours
Biochemistry	176 Hours
Free time	99 Hours

Spring Quarter (3rd):

March 25 to June 15, 1935; March 30 to June 20, 1936; March 29 to June 19, 1937; March 28 to June 18, 1938.

Physiology and pharmacology, including nutrition	360 Hours
Bacteriology	108 Hours

SUMMER QUARTER (4th):

June 17 to August 31, 1935; June 22 to September 5, 1936; June 21 to September 4, 1937; June 20 to September 3, 1938.

Free time ..... 429 Hours

SECOND YEAR

AUTUMN QUARTER (5th):

October 1 to December 20, 1935; October 6 to December 22, 1936; October 4 to December 21, 1937; October 3 to December 20, 1938.

Pathology ..... 198 Hours

Bacteriology ..... 11 Hours

Clinical Microscopy ..... 121 Hours

Free time ..... 99 Hours

WINTER QUARTER (6th):

January 3 to March 21, 1935; January 6 to March 21, 1936; January 4 to March 20, 1937; January 3 to March 19, 1938.

Pathology ..... 198 Hours

Physical diagnosis ..... 126 Hours

Preclinical examinations ..... 24 Hours

Free time ..... 81 Hours

SPRING QUARTER (7th):

March 25 to June 8, 1935; March 30 to June 13, 1936; March 29 to June 12, 1937; March 28 to June 18, 1938.

Medicine (junior) ..... 308 Hours

Free time ..... 121 Hours

SUMMER QUARTER (8th):*

June 17 to August 31, 1935; June 22 to September 5, 1936; June 21 to September 4, 1937; June 20 to September 3, 1938.

Surgery (junior) ..... 308 Hours

Free time ..... 121 Hours

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* The clinical instruction is repeated each quarter in order to utilize all the clinical material and to have small groups of students. Consequently, students may vary the order of the seventh, eighth, and ninth quarters, and also the order of the tenth, eleventh, and twelfth quarters. The above schedule merely illustrates the program for one group.

THIRD YEAR

AUTUMN QUARTER (9th):

October 1 to December 20, 1935; October 6 to December 22, 1936; October 4 to December 21, 1937; October 3 to December 20, 1938.

Obstetrics and gynecology (junior)	176 Hours
Pediatrics (junior)	165 Hours
Free time	88 Hours

WINTER QUARTER (10th):*

January 3 to March 21, 1935; January 6 to March 21, 1936; January 4 to March 20, 1937; January 3 to March 19, 1938.

Medicine (senior)	308 Hours
Free time	121 Hours

SPRING QUARTER (11th):*

March 25 to June 8, 1935; March 30 to June 13, 1936; March 29 to June 12, 1937; March 28 to June 18, 1938.

Surgery (senior)	308 Hours
Free time	121 Hours

SUMMER QUARTER (12th):*

June 17 to August 31, 1935; June 22 to September 5, 1936; June 21 to September 4, 1937; June 20 to September 3, 1938.

Specialties (senior)	301 Hours
Final clinical examinations	24 Hours
Free time	104 Hours

SUMMARY

Total number of hours required instruction, (73%)	3,805
Total number of hours of free time, (27%)	1,382
Total number of hours in curriculum, (100%)	5,187

CHANGES FROM THE FOUR-QUARTER SCHEDULE NECESSARY FOR STUDENTS WHO DO NOT ATTEND THE SUMMER QUARTERS

FIRST YEAR:

Autumn quarter (1st)—No change from schedule.

Winter quarter (2nd)—No change from schedule.

Spring quarter (3rd)—No change from schedule.

* The clinical instruction is repeated each quarter in order to utilize all the clinical material and to have small groups of students. Consequently, students may vary the order of the seventh, eighth, and ninth quarters, and also the order of the tenth, eleventh, and twelfth quarters. The above schedule merely illustrates the program for one group.

SECOND YEAR:

Autumn quarter (4th)—Same as fifth quarter in schedule.

Winter quarter (5th)—Same as sixth quarter in schedule, except that the preclinical examinations are postponed to the following June or September.

Spring quarter (6th)—Same as fourth quarter.

JUNIOR YEAR:

Autumn quarter (7th)—Same as seventh quarter in schedule.*

Winter quarter (8th)—Same as eighth quarter in schedule.*

Spring quarter (9th)—Same as ninth quarter in schedule.*

SENIOR YEAR:

Autumn quarter (10th)—Same as tenth quarter in schedule.*

Winter quarter (11th)—Same as eleventh quarter in schedule.*

Spring quarter (12th)—Same as twelfth quarter in schedule.*

SCHEDULE OF CLINICAL INSTRUCTION

(The hours for these courses will be posted on the bulletin board.)

In the clinical years the required instruction in medicine, surgery, obstetrics, gynecology, pediatrics, and other specialties is offered in each of the four quarters. Students may elect the quarters in which they study these subjects, subject to the approval of the Curriculum Committee. For elective courses, students are referred to the bulletin board.

During the junior quarter devoted to obstetrics and gynecology and pediatrics, the student group is divided into two subgroups, each of which in rotation spends approximately five and one-half weeks on each service.

During the senior specialty quarter the students are divided into sub-groups, each of which spends approximately five and one-half weeks in the following specialties: allergy, syphilis, urology, orthopedics, ophthalmology, otolaryngology, and dentistry; and three weeks on service with the Outside Obstetric Training Group at Charlotte. Students who wish to substitute another program must obtain, in advance, permission from the curriculum committee.

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* The clinical instruction is repeated each quarter in order to utilize all the clinical material and to have small groups of students. Consequently, students may vary the order of the seventh, eighth, and ninth quarters, and also the order of the tenth, eleventh, and twelfth quarters. The above schedule merely illustrates the program for one group.

FEES AND EXPENSES

All fees for each quarter are due and payable at the beginning of each quarter, and no student will be admitted to classes until these fees have been paid at the university treasurer's office. A fine of $5 is charged for late registration. No credit will be given for any quarter in which the tuition of $150 has not been paid at the treasurer's office, whether the work has been done here or elsewhere, except: (1) students who have been given permission by the curriculum committee to spend an elective quarter at a European medical school or hospital will have their tuition of $150 for that quarter remitted, and (2) students who have been permitted by the curriculum committee to spend an elective quarter at another American medical school or hospital may subtract the amount of tuition paid at this other medical school or hospital from the $150 due here for that quarter.

It is not advisable for a student to attempt outside work to defray his expenses; the results usually are disastrous to his health and academic standing.

Fees and Expenses

Tuition, per quarter	$150
Athletic fee, admitting students to all athletic contests held on the university grounds, per year	10
Commencement and diploma fees, payable at the beginning of the quarter in which a student is eligible for a degree	8
Medical fee, per quarter	3.33
Room rent, per quarter	50
Board, per quarter*	75
Laundry, per quarter	10 to 20
Books, per quarter	25 to 50
Microscope, ophthalmoscope, otoscope, and other equipment, which are required of each student and which must conform to rigid standards, may be obtained on a rental basis from the university.	
Estimated total expenses per quarter (exclusive of clothes, microscope and other equipment, damage, athletic, medical, commencement and diploma fees, and the fees of $25 and $20 for Parts I and II, respectively, of the National Board of Medical Examiners)**	312 to 347

* Some of the medical students may obtain rooms in Duke Hospital; the others, in the university dormitories. Meals may be had at the Union on the campus. All rooms are provided with furniture, heat, electric light, and care of rooms; each student furnishes his own blankets, sheets, pillow-slips, towels, and pillows.

** Medical students may study either three or four quarters per year.

ANGIER B. DUKE MEMORIAL AND OTHER LOAN FUNDS

The Angier B. Duke Memorial, Incorporated, administers through an advisory committee of the officers of the university a loan fund for students. In addition, the university administers other endowed loan funds for the benefit of students who are not financially able to meet their expenses. Medical students, after their third quarter, are eligible for loans from these sources. No scholarships are awarded in the school of medicine. The loan funds are administered in accordance with the following regulations:

1. No loan will be made to a student who violates any of the regulations of the university, or who is not doing outstanding class work.

2. Loans will be made only to students who are taking full courses of study that lead to a degree, and all loans must be arranged not later than one week after the beginning of a quarter.

3. Every applicant for a loan must present with the application such security as the President of the University may approve, and no money will be advanced before a note with approved security is in the hands of the Treasurer of the University.

4. Interest at the rate of six per cent annually shall be charged for all loans of money, and the interest must be paid annually.

RESEARCH FELLOWSHIPS

Four research fellowships have been provided by the Nathalie Gray Fund, the Anna H. Hanes Fund, and the Lederle Laboratories.

LIST OF SCHOOL OF MEDICINE STUDENTS

FIRST YEAR STUDENTS

Name and Preparation	*Home Address*	*University Address*
Robert Leonhardt Alter *Dartmouth College; Toledo University; Ohio State University.*	Toledo, Ohio	214 Swift Ave., Durham, N. C.
George James Baer *Duke University.*	Harrisburg, Pa.	Duke University, House A.
Elizabeth Mary Balas *University of Pittsburgh.*	McKeesport, Pa.	1009 Dacian Ave., Durham, N. C.
Courtlandt Dixon Berry *Wesleyan University.*	Rahway, N. J.	Duke University, House A.
William Kirkman Billingsley, Jr. *George Washington University.*	Washington, D. C.	Duke University, House A.
John Riley Black, Jr. *Duke University.*	Bamberg, S. C.	Duke University, House B.
Gunther Blombach *University of New Hampshire.*	Marlborough, N. H.	Duke University, House A.
George McClintock Bogardus *University of Washington.*	Kalispell, Mont.	Pinecrest Road, Durham, N. C.
John Walter Brandt *Pennsylvania State College; George Washington University.*	Crafton, Pittsburgh, Pa.	1601 University Road, Durham, N. C.
Charles Pardue Bunch *Duke University.*	Statesville, N. C.	821 Sixth Street, Durham, N. C.
C. Willard Camalier, Jr. *George Washington University.*	Washington, D. C.	Duke University, House A.
Richard Rutledge Carter *University of Oregon.*	Portland, Oregon	Duke University, House A.
Charles Adsit Cook *Princeton University.*	Atlantic City, N. J.	911 Dacian Ave., Durham, N. C.
James Madison Covington, Jr. *Davidson College.*	Wadesboro, N. C.	1116 Burch St., Durham, N. C.
Almon Rufus Cross *University of New Hampshire.*	Colebrook, N. H.	Duke University, House A.
James Hawley Currens *Western Illinois State Teachers College; University of Michigan.*	Macomb, Ill.	Duke University, House A.
William Webster Finney, II *Johns Hopkins University.*	Baltimore, Md.	Duke Hospital
David Hudson Fogel *New York University; University of Virginia.*	Brooklyn, N. Y.	1013 Monmouth Ave., Durham, N. C.
Jane Elizabeth Frankston *University of Pittsburgh.*	Wheeling, W. Va.	1306 B St., Durham, N. C.
Dan Cummins Gill *Virginia Military Institute; Oklahoma University.*	Okmulgee, Okla.	Duke University, House B.

Name and Preparation	*Home Address*	*University Address*
Carl Heinz Gross *University of Mittweida, Germany; Johns Hopkins University.*	Pee Dee, S. C.	1319 Arnett Ave., Durham, N. C.
William Reid Haas *University of Minnesota; Carleton College; University of Wisconsin.*	Minneapolis, Minn.	Duke University, *House C.*
Collins Fremont Hall *Gettysburg College.*	Williamsport, Pa.	Duke University, House A.
Walter Darlington Hastings, Jr. *Duke University.*	Columbia, Tenn.	2035 Englewood St., Durham, N. C.
Curtis Carrington Heames *Capital University.*	Youngstown, Ohio	Duke University, House A.
Harry Stuart Hickman *Duke University.*	Hudson, N. C.	1107 Urban Ave., Durham, N. C.
William Fredwin Hollister *University of California.*	Santa Monica, Calif.	Duke University, House A.
Arnout Cannon Hyde *Duke University; University of Alabama.*	Poughkeepsie, N. Y.	608 Buchanan Rd., Durham, N. C.
Joe McKinney Ivie *Duke University.*	Leaksville, N. C.	1013 Monmouth Ave., Durham, N. C.
William Henry Kaufman *Johns Hopkins University.*	Timonium, Md.	Duke University, House A.
Lyndon Edmund Lee, Jr. *University of Virginia; Columbia University.*	Mount Vernon, N. Y.	Duke University, House A.
Joseph Michael Lesko *University of Michigan.*	Bridgeport, Conn.	Duke University, House A.
Jerome Lawrence Levy *New York University.*	New York, N. Y.	1603 Duke U. Road, Durham, N. C.
Thomas Norwood Lide *Clemson College.*	Anderson, S. C.	Duke University, House A.
William Alexander MacColl *Amherst College; Massachusetts State Graduate School.*	Northampton, Mass.	1100 Ninth St., Durham, N. C.
William Jefferson McAnally, Jr. *Duke University.*	High Point, N. C.	Duke University, House A.
Joseph Pickett McCracken *Duke University.*	Durham, N. C.	907 Mangum St., Durham, N. C.
DeArmond Moore *Duke University.*	Charlotte, N. C.	Duke University, House C.
Rufus Clegg Morrow, Jr. *Davidson College.*	Zitacuaro, Michoacan, Mexico	1012 Minerva Ave., Durham, N. C.
Henry George Morton *Duke University.*	Sarasota, Fla.	Duke University, House A.
James McGuire Peery *William and Mary College.*	North Tazewell, Va.	1601 Duke University Road, Durham, N. C.
R. Mel Perry *University of Washington.*	Pasco, Washington	Duke University, House B.

Name and Preparation	*Home Address*	*University Address*
William Flynn Powell *Princeton University.*	Asheville, N. C.	1600 B St., Durham, N. C.
James Sidney Raper *Duke University.*	Lexington, N. C.	Duke University, House A.
Frederick Holbrook Rawson, Jr. *Northwestern University.*	Chicago, Ill.	Erwin Apts., Durham, N. C.
Ira Stanley Ross *Duke University.*	Newark, N. J.	Duke University, House D.
Weldon Troh Ross *University of Oregon.*	McMinnville, Oregon.	Duke University, House A.
James Wilbur Sachs *Duke University.*	Hancock, Md.	Duke University, House BB.
Bernard Sills *Dartmouth College.*	Brooklyn, N. Y.	1013 Monmouth Ave., Durham, N. C.
George Addison Silver, III *Guilford College.*	Camden, N. J.	Duke University, House A.
Anthony Sordell *University of Alabama.*	Montclair, N. J.	Duke University. Southgate
George Goodson Stone *University of North Carolina.*	Greensboro, N. C.	Duke University, House A.
George Merritt Stroud, III *Duke University.*	Chester, Pa.	Duke University, House A.
Charles Woodrow Styron *North Carolina State College.*	Newbern, N. C.	Duke University, House A.
Edwin Hale Thornhill *Duke University.*	Bluefield, W. Va.	1013 Monmouth Ave., Durham, N. C.
Eulyss Robert Troxler *Duke University.*	Greensboro, N. C.	Duke University, House A.
Joe Milton Vanhoy *Duke University.*	Charlotte, N. C.	Duke University, House A.
Norman Clemm Veale *University of California.*	San Diego, Calif.	Duke Hospital
Nelson Mortimer Webster *University of Nevada.*	Hollywood, Calif.	Duke University, House A.
Warner Lee Wells *Duke University.*	Raleigh, N. C.	Duke University, House V.
Charles Stanly Whitaker *Duke University.*	Brooklyn, N. Y.	Duke University, House B.
Frank Mahlon Woolsey, Jr. *Duke University.*	Hancock, N. Y.	Duke University, House B.
Dorothy Bryan Wyvell *Duke University.*	Washington, D. C.	Duke University, Aycock Hall.

SECOND YEAR STUDENTS

Raymond DeLacey Adams *University of Oregon.*	Portland, Oregon	Chapel Hill, N. C.
Trogler Francis Adkins *University of North Carolina.*	Durham, N. C.	2101 Club Blvd., Durham, N. C.
Francis William Alter, Jr. *Yale College.*	Toledo, Ohio	Swift Ave., Durham, N. C.

Name and Preparation	*Home Address*	*University Address*
Gordon Joseph Axelson *University of Virginia.*	Chicago, Ill.	Duke Hospital
Maynard Backer Badanes *The Johns Hopkins University.*	Flushing, N. Y.	Duke University, House C.
Bradford Bissell *Cornell University;* *University of North Carolina.*	New York, N. Y.	Duke Hospital
Everett Irving Bugg, Jr. *Duke University.*	Durham, N. C.	Forest Hills, Durham, N. C.
Julius Caesar Burge, Jr. *The Citadel.*	York, S. C.	Duke University, House A.
Margaret Virginia Burns *Duke University.*	Asheville, N. C.	Duke University, Aycock Hall.
Raymond E. P. Cunningham *Bluefield College.*	Bluefield, W. Va.	Duke University, House B.
Harry Leonard Dein *Duke University.*	Atlantic City, N. J.	803 Second St., Durham, N. C.
Ira Chenault Evans *University of Kentucky.*	Winchester, Ky.	Duke University, House A.
Harry Horton Fisher *Syracuse University.*	Auburn, N. Y.	Duke Hospital
Robert Carson Fugate *Washington and Lee University;* *Emory and Henry College;* *Duke University.*	Roanoke, Va.	1601 Duke University Rd., Durham, N. C.
Atticus James Gill *Duke University.*	Dallas, Texas	Duke Hospital
William Henry Glass *Furman University.*	Brooklyn, N. Y.	1022 W. Trinity Ave., Durham, N. C.
Thomas Alphonse Gonder, Jr. *University of Maryland;* *University of West Virginia.*	Oakland, Md.	813 Vickers Ave., Durham, N. C.
Aubrey Crafton Gose *Emory and Henry College.*	Castlewood, Va.	Duke Hospital
Cyrus Leighton Gray, Jr. *High Point College.*	High Point, N. C.	Duke University, House A.
Charles Edgar Haines, Jr. *Rutgers University;* *Duke University.*	Vincentown, N. J.	811 Vickers Ave., Durham, N. C.
Harold Ira Harvey *Harvard College.*	Providence, R. I.	Duke Hospital
Alfred F. Henderson *Joliet Junior College;* *Duke University.*	Joliet, Ill.	Duke University, House A.
Marvin S. Herrington *Duke University.*	Norfolk, Va.	Duke Hospital
Frederick Harrison Hesser *The Johns Hopkins University.*	Baltimore, Md.	Duke University, House A.
Harold Maclachlan Horack *Duke University.*	Durham, N. C.	Myrtle Drive, Durham, N. C.
Newton Hornick *Catawba College.*	Brooklyn, N. Y.	Duke Hospital

Name and Preparation	*Home Address*	*University Address*
Jeremiah Wolfe Kerner *University of Georgia.*	Jersey City, N. J.	Duke Hospital
Thomas DeArman Kinney *University of Pennsylvania.*	Allentown, Pa.	Duke Hospital
Albert Francis Lee *University of Washington; College of Puget Sound.*	Tacoma, Wash.	Pinecrest Road, Durham, N. C.
William Arthur Leff *Franklin and Marshall College.*	Newark, N. J.	803 Second St., Durham, N. C.
Jack Burean McGolrick *Columbia College; Duke University.*	Jamaica, N. Y.	Duke University, House A.
Philip Joseph McNamara *Holy Cross College; Georgetown University; medical student, ibid., and Harvard, 1927-1931.*	Fitchburg, Mass.	Pickett Road, Durham, N. C.
Anthony Ralph Marsicano *Long Island University.*	Brooklyn, N. Y.	Duke University, House C.
David William Martin *Duke University.*	Palm Beach, Fla.	Duke University, House A.
Oscar Peyton Moffitt, Jr. *Duke University.*	High Point, N. C.	Duke University, House A.
Frank Richardson Moore *Duke University.*	Durham, N. C.	University Drive, Durham, N. C.
Vince Moseley *Clemson College; Duke University.*	Orangeburg, S. C.	Duke Hospital
Philip Naumoff *University of Pittsburgh.*	Pittsburgh, Pa.	Duke Hospital
Walter Relfe Newbern *Duke University.*	Durham, N. C.	1811 W. Pettigrew St., Durham, N. C.
Richard Elwood Nitschke *Duke University.*	Rye, N. Y.	Duke University, House B.
Archibald Hanes Pate *Duke University.*	Goldsboro, N. C.	Duke Hospital
Leo Bernard Provinsky *Grove City College.*	Brockway, Pa.	611 Watts St., Durham, N. C.
Howard Lorenzo Reed *Duke University.*	Livonia, N. Y.	Duke University, House B.
William Osce Self *Furman University.*	Ninety Six, S. C.	1022 W. Trinity Ave., Durham, N. C.
James Edward Sheehy *University of Notre Dame.*	Syracuse, N. Y.	Duke Hospital
Burton Michael Shinners *University of Notre Dame.*	Dunkirk, N. Y.	Duke Hospital
William Charles Spring, Jr. *University of Wisconsin.*	Glen Ridge, N. J.	Pinecrest Road, Durham, N. C.

Name and Preparation	*Home Address*	*Present Address*
Franz Robert Stenzel *University of Oregon; College of Puget Sound; Bates College.*	Portland, Oregon	1912 House Ave., Durham, N. C.
Charles Paul Stevick *Duke University.*	Southern Pines, N. C.	Duke University, House C.
Condit Brewer Van Arsdall, Jr. *Kentucky Wesleyan College; University of Kentucky.*	Harrodsburg, Ky.	Duke University, House A.
James Griffith Whildin *Duke University.*	Lansford, Pa.	Duke University. House A.
James Stevenson Wilson *Davidson College.*	Korea, Asia	Duke Hospital
Wesley Wellington Wilson *University of Florida; Duke University.*	Tampa, Fla.	Duke Hospital

JUNIOR-SENIOR STUDENTS*

Name and Preparation	*Home Address*	*Present Address*
John Samuel Baker (9/1/34) *University of Southern California.*	Huntington Park, Cal.	Duke Hospital
George Jay Baylin *Johns Hopkins University.*	Baltimore, Md.	1012 Shephard St., Durham, N. C.
Julius Boiarsky (6/5/35) *West Virginia University; Ohio State University; Marshall College; medical student, West Virginia University, 1931-1933.*	Charleston, West Va.	Duke Hospital
Edgar Marx Braun *Brown University.*	Newark, N. J.	Duke Hospital
Earl Winfrey Brian (9/1/34) *Duke University.*	Camden, Ark.	Henry Ford Hospital, Detroit, Mich.
William Henry Bridgers *Duke University.*	Newport News, Va.	1515 W. Pettigrew St., Durham, N. C.
Frank Woolridge Buckner *Davidson College.*	Davidson, N. C.	Duke Hospital
Arthur Raymond E. Buirge (12/18/34) *Duke University.* *Drake University;*	Mason City, Iowa	Univ. of Minnesota Hospitals, Minneapolis, Minn.
Benjamin Brooks Burrill, Jr. *Dartmouth College; Duke University.*	Bloomfield, N. J.	Duke Hospital
Charles Francis Chunn (12/20/35) *Duke University.*	Asheville, N. C.	Duke Hospital

* The date after a name indicates the time of completion of the medical course.

Name and Preparation	*Home Address*	*Present Address*
Milton Carpinter Cobey (9/1/34) *Amherst College.*	Frostburg, Md.	Johns Hopkins Hospital, Baltimore, Md.
Charles Anthony Collins (8/31/35) *Columbia University.*	New York, N. Y.	305 N. Gregson St., Durham, N. C.
Gabriel Hernando Cortes (12/20/35) *University of Michigan; Duke University.*	Colombia, S. A.	1010 Markham Ave., Durham, N. C.
Kenneth John Costich (12/20/35) *Holy Cross College.*	Rochester, N. Y.	1015 Watts St., Durham, N. C.
Felix Hughes Crago (6/8/35) *West Virginia University; medical student, ibid., 1931-1933.*	Wheeling, W. Va.	Beverly Apts., Durham, N. C.
Charles Cramer (8/31/35) *Columbia University.*	New York, N. Y.	Duke Hospital
Maurie Bertram Cree (12/18/34) *Wake Forest College.*	Beaufort, N. C.	Baptist Memorial Hosp., Memphis, Tenn.
John Sinclair Denholm (12/20/35) *University of Pittsburgh.*	Johnstown, Pa.	Duke Hospital
John William Devine, Jr. (12/18/34) *Washington and Lee University.*	Lynchburg, Va.	Duke Hospital
Leslie Van Dyke Dill *Duke University.*	Dover, Delaware	Duke Hospital
John Watson Edwards *New Mexico Military Institute; Duke University.*	Okmulgee, Okla.	Duke Hospital
Alvis Dare Finch (6/8/35) *Duke University.*	Detroit, Mich.	Duke Hospital
Max Wolff Fischbach *Catawba College.*	Brooklyn, N. Y.	Duke Hospital
John Dean Fitzgerald (9/1/34) *Duke University.*	Linwood, N. C.	Watts Hospital, Durham, N. C.
John Stewart Forbes, Jr. (12/18/34) *Duke University.*	Newark, N. J.	Jersey City Med. Center, Jersey City, N. J.
Herbert Junius Fox (8/31/35) *University of North Carolina; Duke University.*	Greensboro, N. C.	Duke Hospital
James Francis Fulp (6/8/35) *Vanderbilt University; Duke University.*	Kernersville, N. C.	Duke Hospital
Ben Henslee Fuqua *University of Florida.*	Palmetto, Fla.	Duke Hospital

* The date after a name indicates the time of completion of the medical course.

Name and Preparation	*Home Address*	*Present Address*
Cole Dean Genge (12/18/34) *Ripon College;* *Stanford University.*	Green Lake, Wis.	State Hospital, Raleigh, N. C.
Harry-Rolf Germer (8/31/35) *Deutsche Aufbauschule, Weimar;* *medical student, University of Jena, 1931-1933.*	Erfurt, Germany	1912 House Ave., Durham, N. C.
Abner Gorfain (9/1/34) *New York University;* *University of North Carolina.*	Flushing, L. I., N. Y.	Christ Hospital, Cincinnati, Ohio.
Jack Greenfield (8/31/35) *Johns Hopkins University.*	Brooklyn, N. Y.	Duke Hospital
Robert Albert Hare (9/1/34) *Ohio State University.*	Englewood, N. J.	French Hospital, New York City.
George Thomas Harrell, Jr. *Duke University;* *Johns Hopkins University.*	Asheville, N. C.	1515 W. Pettigrew St., Durham, N. C.
H. Patterson Harris *Yale College.*	Southport, Conn.	Duke University, House A.
George Wallace Holmes *Duke University.*	Jamaica, N. Y.	Duke Hospital
Harry Meyer Holtz (6/8/35) *Ohio State University;* *Columbia University;* *Duke University.*	Newark, N. J.	500 Watts St., Durham, N. C.
Arthur M. Jenkins (12/20/35) *Springfield College;* *Simpson College.*	Dover, N. J.	Duke Hospital
Raymond Taylor Jenkins (6/8/35) *University of North Carolina.*	Kinston, N. C.	Duke Hospital
Julia Mary Jones (3/21/35) *Dennison University;* *Ohio State University.*	Dayton, O.	Nurses Home
Roderic Orlando Jones (12/20/35) *Johns Hopkins University;* *Duke University.*	Bradenton, Fla.	Duke Hospital
Austin Louis Joyner (9/1/34) *Milsaps College;* *Tulane University.*	New Orleans, La.	Duke Hospital
William Paul Kavanagh (8/31/35) *Wheaton College.*	Seattle, Wash.	Faculty Apts., Durham, N. C.
Beverley Randolph Kennon, III (9/1/34) *University of Virginia;* *College of William and Mary.*	Norfolk, Va.	Johns Hopkins Hospital, Baltimore, Md.
Frederick Robert Klenner *St. Vincent College;* *Catholic University.*	Johnstown, Pa.	Duke University, House D.

* The date after a name indicates the time of completion of the medical course.

Name and Preparation	*Home Address*	*Present Address*
Charles Edward Leach (6/8/35) *Johns Hopkins University; Duke University.*	Baltimore, Md.	1511 Pettigrew St., Durham, N. C.
David Washington Lester (6/8/35)	Wichita, Kan.	1511 W. Pettigrew St., Durham, N. C.
Durward Lee Lovell. *Birmingham-Southern College; medical student, University of Alabama, 1929-1931.*	Eden, Ala.	Duke Hospital
Donald Feige Marion (8/31/35) *Duke University.*	Harrisburg, Pa.	Duke University, House A.
George Kemp Massengill, Jr. (8/31/35) *Duke University.*	Raleigh, N. C.	Duke Hospital
Bernyrd Carlysle McLawhorn (6/8/35) *Furman University.*	Greenville, S. C.	Duke Hospital
Elijah Eugene Menefee, Jr. *University of Virginia.*	Lynchburg, Va.	Duke Hospital
Ben Neely Miller (6/8/35) *Duke University.*	Hickory Grove, N. C.	Duke Hospital
Arch Sherrod Morrow *Davidson College.*	High Point, N. C.	Duke Hospital
Robert McGee Mullen, II (9/1/34) *University of Pittsburgh.*	Windber, Pa.	Baltimore City Hospitals, Baltimore, Md.
Henry Stokes Munroe, Jr. (6/8/35) *Davidson College.*	Charlotte, N. C.	Duke Hospital
Arthur Neumaier (6/8/35) *Columbia University.*	Berlin-Wilmersdorf, Germany	Duke Hospital
Carlton Lee Ould. *Roanoke College; Duke University.*	Roanoke, Va.	Duke Hospital
Francis Leroy Owens (9/1/34) *University of Pittsburgh.*	Cresson, Pa.	Duke Hospital
Daniel Jack Pachman (9/1/34) *New York University; University of North Carolina.*	Brooklyn, N. Y.	Bobs Roberts Memorial Hospital, Chicago, Ill.
Philip Brower Parsons (12/20/35) *Duke University.*	Wilkes-Barre, Pa.	1200 College Road, Durham, N. C.
William Phillips. *Ohio State University.*	Cleveland Heights, O.	803 Second St., Durham, N. C.

* The date after a name indicates the time of completion of the medical course.

Name and Preparation	*Home Address*	*Present Address*
Michael Theodore Pishko *University of Pittsburgh.*	Monessen, Pa.	Duke Hospital
John Fairman Preston, Jr. (6/8/35) *Davidson College.*	Soonchun, Korea, Asia	Duke Hospital
Robert Harry Pudenz (6/8/35) *University of Dayton.*	Cincinnati, Ohio	Duke Hospital
Richard Zimri Query, Jr. (9/1/34) *Davidson College.*	Charlotte, N. C.	Henry Ford Hospital, Detroit, Mich.
Raymond Hamilton Ralston (9/1/34) *State Teachers College;* *Geneva College.*	Keisters, Pa.	Postgraduate Hospital, Pennsylvania Hospital, Philadelphia, Pa.
Lester Paul Rasmussen (6/8/35) *Snow College;* *University of Utah;* *medical student, ibid., 1931-1933.*	Mt. Pleasant, Utah	Duke Hospital
Edwin Tyson Ricketts *Georgia School of Technology;* *Milsaps College;* *Duke University.*	Flushing, N. Y.	Duke Hospital
Dennis Hardesty Robinson (3/21/35) *West Virginia University;* *medical student, ibid., 1929-1931.*	Morgantown, W. Va.	2006 Erwin Road, Durham, N. C.
Frank Hurd Robinson, Jr. (6/8/35) *University of Michigan.*	Hornell, N. Y.	Duke Hospital
Edwin Macrae Rucker (9/1/34) *Randolph-Macon College.*	Richmond, Va.	Duke Hospital
Louis John Saxe (9/1/34) *John Carroll University;* *Duke University.*	Durham, N. C.	Duke Hospital
Eugene Nestor Scadron 9/1/34) *Dartmouth College;* *Yale University.*	New York, N. Y.	Duke Hospital
Ralph Ernest Schmidt (6/8/35) *University of Pittsburgh.*	Wesleyville, Pa.	Duke Hospital
William Schulze *Tulane University;* *University of Richmond.*	Monroe, La.	1012 Shephard St., Durham, N. C.
Walter Eugene Sharpe, Jr. (9/1/34) *Duke University.*	Burlington, N. C.	Henry Ford Hospital, Detroit, Mich.

* The date after a name indicates the time of completion of the medical course.

Name and Preparation	*Home Address*	*Present Address*
Ralph Kenneth Shields (8/31/35) *Pennsylvania State College.*	Bethlehem, Pa.	Duke Hospital
Irving Michael Siegel (9/1/34) *Lehigh University.*	New York, N. Y.	King's County Hospital, Brooklyn, N. Y.
John Goodrich Smith (12/18/34) *University of North Carolina.*	Scotland Neck, N. C.	Duke Hospital
William Thornton Spence *Lafayette College;* *Pennsylvania State College;* *University of Alabama.*	Altoona, Pa.	Duke Hospital
Glenn Emory Stayer (12/18/34) *University of Pittsburgh;* *Columbia University.*	Tampa, Fla.	Touro Infirmary, New Orleans, La.
Joseph Blackburn Stevens (12/20/35) *Davidson College.*	Miami, Fla.	Duke Hospital
Robert Boyd Stith, Jr. (6/8/35) *Duke University.*	Mullins, S. C.	Duke Hospital
Hugh Franklin Swingle, Jr. (12/20/35) *University of Virginia;* *University of Tennessee;* *State Teachers College;* *medical student, University of Tennessee, 1932-1933.*	Johnson City, Tenn.	Duke Hospital
Victor Leo Szanton *University of Alabama.*	New York, N. Y.	Duke Hospital
Abraham Jack Tannenbaum (6/8/35) *Ohio State University;* *Duke University.*	Paterson, N. J.	500 Watts St., Durham, N. C.
Robert Hendon Thomason (8/31/35) *Sam Houston Teachers College;* *Agr. & Mechan. Coll. of Texas;* *Duke University.*	Huntsville, Texas	Faculty Apts., Durham, N. C.
Arthur Fred Turner, Jr. *Duke University.*	Tampa, Fla.	Duke Hospital
George Irvin Uhde *Duke University.*	Longwood, Pa.	Duke Hospital
Frederic Monroe Jacob Walp *University of Pennsylvania;* *Muhlenberg College.*	Slatington, Pa.	Duke Hospital

Name and Preparation	*Home Address*	*Present Address*
Thomas Wilson Wesson (6/8/35) *University of Mississippi.*	Saltillo, Miss.	Duke Hospital
Millard Brown White (6/8/35) *University of Florida; Duke University.*	Bradenton, Fla.	Duke Hospital
Candler Arthur Willis *Mars Hill College; Duke University.*	Candler, N. C.	Duke Hospital

STUDENTS BY CLASSES

	First Year	*Second Year*	*Junior-Senior*	*Total*
1930	52	0	18	70
1931	63	46	36	145
1932	50	60	55	165
1933	60	43	90	193
1934	63	56	91	210

INSTITUTIONS AT WHICH THE MEDICAL STUDENTS WERE PREPARED

Agri. and Mechan. College of Texas	1	Deutsche Aufbauschule, Weimar, Germany	1
Alabama, University of	6	Drake University	1
Amherst College	2	Duke University	75
Bates College	1	Emory and Henry College	2
Berea College	1	Florida, University of	3
Birmingham Southern College	1	Franklin and Marshall College	1
Brown University	1	Furman University	3
California, University of	1	Geneva College	1
California, University of, at Los Angeles	1	Gettysburg College	1
Capital University	1	Georgetown University	1
Carleton College	1	George Washington University	3
Carson Newman College	1	Georgia School of Technology	1
Catawba College	2	Georgia, University of	1
Catholic University	1	Grove City College	1
Citadel, The	1	Guilford College	1
Clemson College	2	Harvard College	1
Columbia University	5	Holy Cross College	2
Cornell University	1	Iowa, University of	1
Dartmouth College	4	John Carroll University	1
Davidson College	10	Johns Hopkins University	8
Dayton, University of	1	Joliet Junior College	1
Denison University	1	Kentucky, University of	1

* The date after a name indicates the time of completion of the medical course.

Lafayette College	1	Richmond College	1
Lehigh University	1	Ripon College	1
Long Island University	1	Roanoke College	1
Marshall College	1	Rutgers University	1
Mars Hill College	1	Sam Houston Teachers College	1
Maryland, University of	1	Simpson College	1
Massachusetts State College	1	Snow College	1
Michigan, University of	3	Southern California, University of	1
Milsaps College	2	Springfield College	1
Minnesota, University of	2	Stanford University	1
Mississippi, University of	1	St. Bonaventure's College	1
Missouri, University of	1	St. Louis University	1
Mittweida, University of, Mittweida, Germany	1	St. Vincent College	1
Muhlenberg College	1	State Teachers College, Tennessee	1
Nevada, University of	1	Syracuse University	2
New Hampshire, University of	2	Tennessee, University of	1
New York, College of the City of	1	Toledo University	1
New York University	5	Tulane University	2
North Carolina State College	2	Vanderbilt University	1
North Carolina, University of	7	Virginia Military Institute	1
North Dakota, University of	1	Virginia, University of	5
Northwestern University	3	Washington, University of	3
Notre Dame, University of	2	Washington & Lee University	2
Ohio State University	6	Wesleyan University	1
Oklahoma University	1	Western Illinois State Teachers College	1
Oregon, University of	4	West Virginia University	4
Pennsylvania State College	4	Wheaton College	1
Pennsylvania, University of	1	William & Mary, College of	2
Pittsburgh, University of	9	Wisconsin, University of	2
Princeton University	2	Yale University	2
Puget Sound, College of	2		
Randolph-Macon College	1		

STATES IN WHICH THE MEDICAL STUDENTS WERE BORN

Alabama	1	Kansas	1
Arkansas	1	Kentucky	4
California	1	Louisiana	1
Connecticut	1	Maryland	8
Delaware	1	Massachusetts	1
District of Columbia	3	Michigan	1
Florida	2	Minnesota	1
Georgia	2	Mississippi	1
Illinois	3	Montana	1
Indiana	2	Nebraska	2
Iowa	2	New Hampshire	1

New Jersey	13	South Dakota	1
New York	30	Tennessee	5
North Carolina	37	Texas	3
North Dakota	1	Utah	1
Ohio	8	Vermont	1
Oklahoma	3	Virginia	9
Oregon	2	Washington	3
Pennsylvania	25	West Virginia	6
South Carolina	7	Wisconsin	1

Foreign Countries

Alsace	1	Korea	2
Austria	2	Mexico	1
Bogota, Colombia	1	Ontario, Canada	1
Brazil	1	Scotland	1
Germany	3		

GRADUATES WHO ARE OBTAINING THE REQUIRED TWO YEARS OF HOSPITAL OR LABORATORY TRAINING*

Gerald Lyon Ackerman, *Washington & Jefferson;* med. stud., West Va., 1929-31; M.D., Duke, 3/22/33; *Int. & Ass't. Res.,* Church Home & Infirmary, Balto., Md., 7/1/33—

Lenox Dial Baker, *Tennessee, North Carolina;* M.D., Duke, 12/19/33; *Int.,* Johns Hopkins Hospital, 1/1/34—

Berget Henri Blocksom, Jr., *Indiana, Michigan;* M.D., Duke, 9/2/33; *Int.,* Duke Hospital, 9/3/33-6/30/34; *Ass't. Res.,* Univ. of Chicago Clinics, 7/1/34—

Oren Douglas Boyce, *North Carolina;* M.D., Duke, 9/2/33; *Int.,* Jefferson Hospital, Roanoke, Va., 9/3/33-6/30/34; *Ass't. Res.,* Vanderbilt Univ. Hospital, 7/1/34—

Ernest Bruce Brooks, *Duke;* M.D., ibid., 9/2/33; *Int.,* Union Memorial Hospital, Balto., Md., 9/3/33-6/30/34; *Ass't. Res.,* Univ. of Maryland Hospital, Balto., Md., 7/1/34—

John Cole Burwell, Jr., *Duke, Harvard;* M.D., Duke, 9/2/33; *Int.,* New York Postgraduate School & Hospital, New York City, 9/3/33-6/30/34; *Ass't. Res.,* New York Hospital, New York City, 9/1/34—

James Henderson Cherry, *Mars Hill;* M.D., Duke, 12/19/33; *Int.,* Goldsboro Hospital, Goldsboro, N. C., 1/1/34-6/30/34, and Duke Hospital, 7/1/34—

Martin Edward Conti, *West Va.;* med. stud., ibid., 1921-31; M.D., Duke, 3/22/33; *Int.,* Duke Hospital, 3/23/33-8/31/33, and Watts Hospital, Durham, N. C., 9/1/33-8/31/34, and City Hospital, Mobile, Ala., 9/1/34—

* The institutions at which each student received his premedical preparation are shown in italics. The date after Duke indicates the time of the completion of the medical course.

Benjamin George Dinin, *New York Univ., Alabama;* M.D., Duke, 9/2/33; Int., Duke Hospital, 9/3/33-6/30/34; *Ass't. Res.,* New York Hospital, New York City, 9/1/34—

Grant Lester Donnelly, *Duke, Chicago;* med. stud., North Carolina, 1927-30; M.D., Duke, 6/10/33; Int., Duke Hospital, 7/1/33-7/31/33; *Assoc. in Pharm.,* Univ. of North Carolina, 9/1/33—

Raymond John Duffy, *Pittsburgh;* med. stud., West Va., 1929-31; M.D., Duke, 6/10/33; *Int.,* Boston Psychopathic Hospital, 7/1/33-6/30/34; *Staff Member,* McLean Hospital, Waverley, Mass., 7/1/34—

Elbert Newton DuPuy, *West Virginia;* med. stud., ibid., 1928-30; M.D., Duke, 3/19/32; *Int.,* Church Home & Infirmary, Balto., Md., 7/1/32-6/30/33; *Ass't. Res.,* Univ. of Md. Hospital, Balto., Md., 7/1/34—

Eleanor Beamer Easley, *Idaho, Iowa, George Peabody, Vanderbilt,* M.D., Duke, 3/21/34; *Int.,* N. C. Tuberculosis Sanatorium, 3/25/34-5/31/34, and Duke Hospital, 7/1/34—

William Dempsey Farmer, *Duke;* M.D., ibid., 6/9/34; *Int.,* Baltimore City Hospitals, 7/1/34—

William Nicholas Fortescue, *Duke;* M.D., ibid., 6/9/34; *Int.,* Long Island Hospital, Boston, Mass., 7/1/34—

William Penn Frazer, *Richmond;* M.D., Duke, 9/2/33; *Int.,* Duke Hospital, 10/1/33-6/30/34, and Johns Hopkins Hospital, 9/1/34—

Gustave Freeman, *Georgia, Brown, Columbia;* M.D., Duke, 9/2/33; *Int.,* Duke Hospital, 9/3/33-6/30/34; *Ass't. Res.,* New Haven Hospital, 7/1/34—

Jerome Gaskel, *West Virginia;* med. stud., ibid., 1929-31; M.D., Duke, 3/22/33; *Int.,* City of Cincinnati General Hosp., 4/1/33-6/30/34; *Ass't. Res.,* Boston Floating Hosp., 10/1/34—

Charles Houston Gay, *Duke;* med. stud., North Carolina, 1929-31; M.D., Duke, 3/22/33; *Int.,* The Children's Clinic, New York City, 3/20/33-9/30/33, and New Haven Hospital, 10/1/33-10/31/34; *Ass't. Res.,* Duke Hospital, 11/1/34—

Richard Hobart Godwin, *New York Univ., Duke, Illinois;* M.D., Duke, 6/9/34; *Int.,* Cumberland Street Hospital, Brooklyn, N. Y., 7/1/34—

Robert Williams Graves, *Davidson, Princeton;* M.D., Duke, 9/2/33; *Int.,* New Haven Hospital, New Haven, Conn., 1/1/34—

Walter Thalman Hasler, Jr., *Brigham Young;* med. stud., Utah, 1929-31; M.D., Duke, 3/22/33; *Int.,* Church Home & Infirmary, Balto., Md., 7/1/33-6/30/34; *Ass't. Res.,* Duke Hospital, 7/1/34—

Jay Leonard Hutchison, *Marshall;* M.D., Duke, 12/19/33; *Int.,* Duke Hospital, 1/1/34-6/30/34; *Ass't. Res.,* North Carolina Orthopedic Hospital, Gastonia, N. C., 7/1/34—

Rayburn Nelson Joyner, *Wake Forest;* M.D., Duke, 9/2/33; *Int.,* Jacksonville Duval County Hospital, Jacksonville, Fla., 9/3/33—

* The institutions at which each student received his premedical preparation are shown in italics. The date after Duke indicates the time of the completion of the medical course.

Charles Mattox Kendrick, *Duke;* med. stud., North Carolina, 1929-31; M.D., Duke, 6/10/33; *Int.,* Wheeling Hospital, Wheeling, W. Va., 7/1/33-6/30/34; *present address,* Wheeling, W. Va.

Orrin Frank Kleckner, *Buffalo, Duke;* med. stud., Vanderbilt, 1929-31; M.D., 12/21/32; *Int. & Ass't. Res.,* Millard Fillmore Hospital, Buffalo, N. Y., 7/1/33—

Gerald Clellan Lewis, *Berea, Carson-Newman;* med. stud., Tennessee, 1929-31; M.D., Duke, 3/22/33; *Int.,* Pasadena Hospital, Pasadena, Calif., 10/15/33-7/15/34, and St. Joseph's Hosp., Phoenix, Ariz., 11/20/34—

George Kenneth Mahl, *Ohio State, Duke;* M.D., ibid., 3/21/34; *Int.,* North Carolina State Sanatorium, Sanatorium, N. C., 3/22/34-6/1/34, and Christ Hospital, Jersey City, N. J., 7/1/34—

Samuel Jeremiah Margolin, *Duke;* M.D., ibid., 3/21/34; *Int.,* Jersey City Medical Center, 3/22/34—

Robert Lindsay McMillan, *Davidson, North Carolina;* M.D., Duke, 9/2/33; Int., University Hospitals of Cleveland, 9/3/33-6/30/34; *Ass't. Res.,* Duke Hospital, 11/1/34—

Robert Felton Mikell, *John B. Stetson, Georgia;* M.D., Duke, 12/19/33; *Int. and Ass't Res.,* Strong Memorial Hospital, Rochester, N. Y., 1/1/34—

Charles Francis Montgomery, *Drury, Missouri;* med. stud., ibid., 1929-31; M.D., Duke, 3/22/33; *Int., and Ass't. Res.,* Henry Ford Hospital, Detroit, Mich., 9/1/33—

Edward Frost Parker, Jr., *South Carolina;* M.D., Duke, 9/2/33; *Int.,* Strong Memorial Hospital, Rochester, N. Y., 9/3/33-6/30/34, and Vanderbilt University Hospital, 7/1/34—

Talmage Lee Peele, *Duke;* med. stud., Vanderbilt, 1929-31; M.D., Duke, 6/9/34; Int., Duke Hospital, 7/1/34—

Marion Timothy Plyler, Jr., *North Carolina State, Duke;* M.D., ibid., 12/19/33; *Int.,* North Carolina State Sanatorium, Sanatorium, N. C. 1/1/34-6/1/34, and Hospital of St. Vincent's de Paul, Norfolk, Va., 7/1/34—

Paul Gerhard Reque, *Duke;* M.D., ibid., 9/2/33; *Int. and Ass't. Res.,* Duke Hospital, 9/3/33—

Louis Carroll Roberts, *Davidson;* M.D., Duke, 9/2/33; *Int.,* Duke Hospital, 9/3/33—

Kenneth Brown Rothey, *Pittsburgh;* med. stud., West Va., 1929-31; M.D., Duke, 12/19/33; *Int.,* Fitkin Memorial Hospital, Neptune, N. J., 1/1/34—

Nathan Ruby, *New York, Virginia;* M.D., Duke, 9/2/33; *Int.,* Sinai Hospital, Balto., Md., 7/1/33-6/30/34, and Jewish Hospital of Brooklyn, N. Y., 7/1/34—

Albert Randall Smith, *Wisconsin;* med. stud., ibid., 1929-32; M.D., Duke, 3/21/34; *Int.,* Duke Hospital, 3/22/34—

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* The institutions at which each student received his premedical preparation are shown in italics. The date after Duke indicates the time of the completion of the medical course.

Benj. Anderson Strickland, Jr., *Mars Hill, Wake Forest;* M.D., Duke, 12/19/33; *Int.,* Woman's Hospital, Balto., Md., 12/20/33-8/31/34; *Ass't. Res.,* U. S. Marine Hospital, Balto., Md., 9/1/34—

Waller Littlepage Taylor, Jr., *Duke;* M.D., ibid., 9/2/33; *Int.,* Hospital of St. Vincent's de Paul, Norfolk, Va., 9/3/33-6/30/34; *Ass't. Res.,* Memorial Hospital, Norfolk, 7/1/34—

Myron Cherrington Waddell, *Nebraska Wesleyan, St. Louis;* med. stud., ibid., 1929-31; M.D., Duke, 12/19/33; *Int.,* Presbyterian Hospital, Denver, Colo., 12/20/33—

William Julian Weatherford, *Alabama;* med. stud., 1929-31; M.D., Duke, 3/22/33; *Int.,* Watts Hospital, Durham, N. C., 7/1/33-6/30/34, and City Hospital, Mobile, Ala., 7/1/34—

Jarrett Earl Williams, *Emory & Henry;* M.D., Duke, 9/2/33; *Int. and Ass't. Res.,* Duke Hospital, 9/3/33—

James Raymond Wilson, *Alabama, Harvard;* M.D., Duke, 6/9/34; *Int.,* Albany Hospital, Albany, N. Y., 7/1/34—

Charles Terry Wood, *Furman, Michigan;* M.D., Duke, 6/9/34; *Int.,* Hospital of St. Vincent's de Paul, Norfolk, Va., 7/1/34—

GRADUATES WHO HAVE COMPLETED SATISFACTORILY TWO OR MORE YEARS OF HOSPITAL OR LABORATORY TRAINING*

Carlton Noble Adams, *Wake Forest;* med. stud., ibid., 1928-30; M.D., Duke, 3/19/32; *Int., Ass't. Res. and Res.,* Church Home and Infirmary, Balto., Md., 7/1/32—

Lacy Allen Andrew, Jr., *North Carolina;* med. stud., ibid., 1928-30; M.D., Duke, 6/11/32; *Int.,* Balto. City Hospitals, 7/1/32-6/30/33, and Watts Hospital, Durham, N. C., 7/1/33-6/30/34; *present address (in practice),* Greensboro, N. C.

Jay Morris Arena, *West Virginia;* med. stud., ibid., 1928-30; M.D., Duke, 3/19/32; *Int.,* Strong Memorial Hospital, Rochester, N. Y., 3/22/32-6/30/32, and Johns Hopkins Hospital, 7/1/32-6/30/33; *Ass't. Res. and Res.,* Duke Hospital, 7/1/33—

John Valentine Blady, *Wisconsin;* med. stud., ibid., 1926-27, 1928-29; M.D., Duke, 3/19/32; *Int.,* Duke Hospital, 7/1/32-6/30/33; *Ass't. Res. and Res.,* Temple Univ. Hospital, Phila., Pa., 7/1/33—

Ned Ornell Bowman, *North Carolina;* med. stud., ibid., 1928-30; M.D., Duke, 3/19/32; *Int.,* Middlesex Gen'l. Hospital, Middlesex, N. J., 7/1/32-12/1/33; *Ass't. Res. and Res.,* Eastern Dispensary & Casualty Hospital, Wash., D. C., 1/1/34-8/31/34; *present address (in practice),* New Brunswick, N. J.

Jaspar Lamar Callaway, *Alabama;* med. stud., ibid., 1929-31; M.D., Duke, 12/21/32; *Fellow,* Univ. of Pennsylvania Hospital, Phila., Pa., 1/1/33-6/30/33; *Int. & Ass't. Res.,* Duke Hospital, 7/1/33—

* The institutions at which each student received his premedical preparation are shown in italics. The date after Duke indicates the time of the completion of the medical course.

Bennie Booker Dalton, *North Carolina;* med. stud., ibid., 1928-30; M.D., Duke, 6/11/32; *Int.,* McKeesport Hospital, McKeesport, Pa., 7/1/32-7/31/32; Watts Hospital, Durham, N. C., 8/1/32-7/31/33 and Wassaic State School, Wassaic, N. Y., 10/10/33-10/10/34; *present address,* County Health Officer, Rockingham, N. C.

William Howard Darden, *Alabama;* med. stud., ibid., 1929-31; M.D., Duke, 12/21/32; *Int. & Ass't. Res.,* Northwestern Hospital, Minneapolis, Minn., 1/1/33-12/31/34; present address, (in practice), Northport, Ala.

Rudolph John Depner, *Rhode Island State, Missouri;* med. stud., ibid., 1928-30; M.D., 3/19/32; *Int.,* Kansas City Hospital, 7/1/32-6/30/33; *Ass't. Res. and Ass't. Sup't.,* Exeter School, Lafayette, R. I., 7/1/33—

William Lorenz Haltom, *Hendrix, Alabama;* med. stud., ibid., 1928-30; M.D., Duke, 3/19/32; *Int.,* Duke Hospital, 7/1/32-6/30/33; *Res.,* Presbyterian Hospital, Chicago, Ill., 1/1/34-12/31/34, and Duke Hospital, 1/1/35—

George Heinitsh, *North Carolina;* med. stud., ibid., 1928-30; M.D., Duke, 3/19/32; *Int. and Ass't Res.,* Duke Hospital, 7/1/32—

George William Joyner, *Wake Forest;* med. stud., ibid., 1928-30; M.D., Duke, 6/11/32; *Int. and Ass't. Res.,* Duke Hospital, 7/1/32—

John Fletcher Lovejoy, *Emory;* med. stud., Alabama, 1928-30; M.D., Duke, 6/11/32; *Int.,* Duke Hospital, 7/1/32-6/30/33, and Shriners Hospital, Springfield, Mass., 7/8/33-6/30/34; *Fellow,* Dr. Willis C. Campbell Clinic, Memphis, Tenn., 7/1/34—

Ralph Richards Stevenson, *Utah;* med. stud., ibid., 1928-30; M.D., Duke, 3/19/32; *Int.,* Strong Memorial Hospital, Rochester, N. Y., 7/1/32-6/30/33; *Ass't. Res.,* Balto. City Hospitals, 9/1/33-2/4/34; *Contract Surg.,* Walter Reed Hospital, Washington, D. C., 1/29/34-8/22/34; *Res.,* Baltimore City Hospitals, 9/1/34—

Thaddeus Gilbert Upchurch, *North Carolina;* med. stud., ibid., 1928-30; M.D., Duke, 3/19/32; *Int., Ass't. Res. and Res.,* City of Atlanta Grady Hospital, Atlanta, Ga., 7/1/32—

Needham Edgar Ward, Jr., *Wake Forest, Texas, North Carolina;* med. stud., ibid., 1928-30; M.D., Duke, 3/19/32; *Int.,* James Walker Hospital, Wilmington, N. C., 4/1/32-6/30/32, McKeesport Hospital, Mckeesport, Pa., 7/1/32-7/31/32; *Int. and Res.,* Watts Hospital, 8/1/32-6/30/34; *present address (in practice),* Greenville, N. C.

Walter Raphael Wiley, *Wake Forest;* med. stud., ibid., 1928-30; M.D., Duke, 6/11/32; *Int.,* Watts Hospital, Durham, N. C., 7/1/32-6/30/33, Goldsboro Hospital, Goldsboro, N. C., 9/1/33-12/31/33, and Wassaic State School, Wassaic, N. Y., 1/1/34—

William Edgar Wilkinson, *Davidson;* med. stud., North Carolina, 1928-30; M.D., Duke, 6/11/32; *Int. and Ass't. Res.,* Duke Hospital, 7/1/32—

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* The institutions at which each student received his premedical preparation are shown in italics. The date after Duke indicates the time of the completion of the medical course.

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BULLETIN
OF
DUKE UNIVERSITY

VOL. 7 FEBRUARY, 1935 No. 2

THE SCHOOL OF NURSING

1935

PUBLISHED BY DUKE UNIVERSITY
IN JANUARY, FEBRUARY, MARCH, APRIL, MAY, AND JUNE
ENTERED AS SECOND CLASS MATTER MARCH 25, 1929, AT THE POST OFFICE
AT DURHAM, N. C., UNDER ACT OF AUGUST 24, 1912

ANNUAL CATALOGUES AND BULLETINS

For General Bulletin of Duke University, apply to *The Secretary,* Duke University, Durham, N. C.

For Bulletin of Undergraduate Instruction, apply to *The Secretary,* Duke University, Durham, N. C.

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BULLETIN

OF

DUKE UNIVERSITY

THE SCHOOL OF NURSING

1935

DURHAM, NORTH CAROLINA
1935

SCHOOL OF NURSING AND HOSPITAL CALENDAR
1935-1936

1935

January 3 (Thursday)—Registration of students, and winter quarter begins.

February 22 (Friday)—Washington's birthday (holiday).

March 21 (Thursday)—Winter quarter ends.

March 25 (Monday)—Registration of students, and spring quarter begins.

June 5 (Wednesday)—Commencement.

June 8 (Saturday)—Spring quarter ends.

June 17 (Monday)—Registration of students, and summer quarter begins.

July 4 (Thursday)—Independence Day (holiday).

August 31 (Saturday)—Summer quarter ends.

September 30 (Monday)—Registration of students, and autumn quarter begins.

November 28 (Thursday)—Thanksgiving Day (holiday).

December 20 (Friday)—Autumn quarter ends.

1936

January 6 (Monday)—Registration of students, and winter quarter begins.

February 22 (Saturday)—Washington's birthday (holiday).

March 21 (Saturday)—Winter quarter ends.

March 30 (Monday)—Registration of students, and spring quarter begins.

June 10 (Wednesday)—Commencement.

June 13 (Saturday)—Spring quarter ends.

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SENA K. PETERSEN, R.N., *Assistant to the Dean.*

STUDENT WORK COMMITTEE

BESSIE BAKER, R.N., B.S., *Dean of the School of Nursing.*
ANN HENSHAW GARDINER, R.N., B.S., M.S., *Assistant Professor of Nursing Education.*
SENA K. PETERSEN, R.N., *Assistant to the Dean.*
ISABEL HUNTER DILL, R.N., B.S., *Instructor in Principles and Practice of Nursing.*
MARTHA ANNE WUNSCHEL, R.N., *Supervisor of Nursing Service.*

ADVISORY COMMITTEE

WILBURT CORNELL DAVISON, A.B., B.A., B.Sc., M.A., D.Sc., M.D., *Dean of the School of Medicine.*
BESSIE BAKER, R.N., B.S., *Dean of the School of Nursing.*
FREDERICK VERNON ALTVATER, A.B., A.M., *Superintendent.*

FACULTY OF THE SCHOOL OF NURSING

BESSIE BAKER, R.N., B.S.

Dean of the School of Nursing and Professor of Nursing Education

Diploma, Johns Hopkins Hospital School of Nursing, 1902; Assistant Director of Nursing, Women's Hospital, 1910-1912; Assistant Director of Nursing, Johns Hopkins Hospital, 1912-1917; Chief Nurse, Base Hospital No. 18, A. E. F., 1917-1919; B.S. and Diploma in Administration in Schools of Nursing, Teachers College, Columbia University, 1922; Director of Nursing at Charles T. Miller Hospital, St. Paul, and Assistant Professor of Nursing, University of Minnesota, 1922-1930; Dean of the School of Nursing and Professor of Nursing Education, 1930—.

ANN HENSHAW GARDINER, R.N., B.S., M.S.

Assistant Professor of Nursing Education

Diploma and Teaching, Certificate, Shepherd College State Normal, Shepherdstown, W. Va., 1909; taught public schools, 1909-1911; Diploma, Massachusetts General Hospital School of Nursing, 1914; Theoretical and Practical Instructor, St. Luke's Hospital, New Bedford, Mass., 1914-1917; U. S. Base Hospital No. 6, A. E. F., 1917-1919; Superintendent of Nurses, Bridgeport Hospital, Bridgeport, Conn., 1920-1921; B.S. and Teacher's Diploma, Teachers College, Columbia University, 1923; Educational Director, Baylor University School of Nursing, Dallas, Texas, 1922-1924; Premedical course, University of Washington, Seattle, Wash., 1925; Director of Education, Stanford University School of Nursing, 1925-1926; M.S., Kansas State Agricultural College, 1927; Director of Education, Flushing Hospital, Flushing, N. Y., 1927-1930; Assistant Professor of Nursing Education, 1930—.

ELSIE WILSON MARTIN, A.B., M.S.

Professor of Dietetics

A.B., Whitman College, 1913; Teachers College, Columbia University, 1914-1915; Professor of Home Economics, College of Puget Sound, Tacoma, Washington, 1915-1917; Dietitian, University of Iowa Hospital, Iowa City, Iowa, 1919-1920; Dietitian, Charles T. Miller Hospital, St. Paul, Minn., 1920-1926; M.S., Teachers College, Columbia University, 1926-1927; Administrative Dietitian, Lakeside Hospital, Cleveland, Ohio, 1927-1930; Professor of Dietetics, 1930—.

HELGE LUNDHOLM, Ph.D.

Associate Professor of Psychology

Ph.D., University of Stockholm, Sweden, 1919; Scholarship of the American-Scandinavian Foundation, 1919-1920; Assistant in Psychology at Harvard University at different intervals; Psychologist, McLean Hospital, Waverley, Mass., 1921-1930; On leave doing research work for the Government of Sweden, in Industrial Psychology, 1923-1925; Associate Professor of Psychology, 1930—.

HAYWOOD MAURICE TAYLOR, B.S., M.S., Ph.D.

Assistant Professor of Biochemistry and Toxicology

B.S., M.S., and Ph.D., University of North Carolina, 1920, 1921, and 1924; Instructor in Chemistry and Pharmaceutical Chemistry, University of North Carolina, 1920-1925; Research Chemist, E. R. Squibb & Sons and Fisk Rubber Co., 1925-1928; Instructor in Ophthalmology and Chemist to Wilmer Institute, Johns Hopkins Hospital, 1928-1930; Associate Biochemist and Toxicologist, Duke Hospital, 1930—.

WILLIAM HENRY HOLLINSHEAD, B.A., M.S., Ph.D.

Instructor in Anatomy

B.A., M.S., and Ph.D., Vanderbilt University, 1926, 1927, and 1932; Fellow in Biology, Vanderbilt University, 1926-1927; Instructor in Biology, Vanderbilt University, 1927-1930; Instructor in Anatomy, 1930—.

GEORGE SHARP EADIE, M.A., M.B., Ph.D.

Professor of Physiology and Pharmacology

M.A. and M.B., Toronto, 1923 and 1921; Ph.D., Cambridge, 1927; Demonstrator in Biochem., Toronto, 1923-1925; Ass't. in Physiol., Dalhousie, 1927-1928; Assoc. in Physiol., Johns Hopkins Med. Sch., 1928-1930.

MACDONALD DICK, B.A., M.A., M.D.

Associate in Medicine, Physiology and Pharmacology

B.A. and M.A., Virginia, 1922 and 1923; M.D., Johns Hopkins, 1928; Int. and Ass't. Resident, Vanderbilt Univ. Hosp., 1928-1930; Ass't. in Path. and Bact., Rockefeller Institute, 1930-1932; Assistant Physician, Duke Hospital, 1932—.

BAYARD CARTER, A.B., B.A., M.A., M.D.

Professor of Obstetrics and Gynecology

A.B., University of Delaware, 1920; B.A. and M.A., Oxford University, Oxford, 1923 and 1932; M.D., Johns Hopkins University, 1925; staff of New Haven Hospital and Yale Medical School, 1925-1929; Associate Professor of Obstetrics and Gynecology, and head of department, University of Virginia Medical Department, 1929-1931; Obstetrician and Gynecologist, Duke Hospital, 1931—.

ALFRED RIVES SHANDS, JR., B.A., M.D.

Associate Professor of Surgery in Charge of Orthopedics

B.A. and M.D., University of Virginia, 1918 and 1922; Interne, Assistant Resident, and Resident in Orthopedic Surgery, Johns Hopkins Hospital, 1924-1927; Instructor in Orthopedic Surgery, Johns Hopkins Medical School, 1926-1927; Instructor in Orthopedics, George Washington University Medical School, Attending Orthopedic Surgeon, four hospitals, Washington, D. C., 1927-1930; Orthopedist, Duke Hospital, 1930—.

EDWIN PASCAL ALYEA, S.B., M.D.

Associate Professor of Surgery in Charge of Urology

S.B., Princeton University, 1919; M.D., Johns Hopkins University, 1923; Interne in Medicine; Interne and Assistant Resident in Surgery; Assistant Resident and Resident in Urology, Johns Hopkins Hospital, 1923-1929; Assistant, Instructor in Surgery and Instructor in Urology, Johns Hopkins Medical School, 1925-1930; Urologist, Duke Hospital, 1929—.

ROBERT RANDOLPH JONES, JR., A.B., M.D.

Assistant Professor of Surgery

A.B., Davidson College, Davidson, N. C., 1924; M.D., Johns Hopkins University, 1928; Interne in Medicine, Strong Memorial Hospital, Rochester, N. Y., 1928-1929; Interne in Surgery, Johns Hopkins Hospital, 1929-1930; Assistant Resident and Resident in Surgery, and Assistant Surgeon, Duke Hospital, 1930—.

JASPER LAMAR CALLAWAY, M.D.

Assistant in Medicine

M.D., Duke, 1932; Fellow in Derm. and Syphil., University of Penna. Hospital, 1933; Int. and Ass't. Res. in Medicine, Duke Hospital, 1933—.

ANGUS MURDOCH McBRYDE, B.S., M.D.

Assistant Professor of Pediatrics

B.S., Davidson College, 1924; M.D., University of Pennsylvania Medical School, 1928; Interne and Resident in Pediatrics, University of Pennsylvania Hospital, 1928-1930; Assistant Resident in Pediatrics, The Johns Hopkins Hospital, 1930-1931; Assistant Pediatrician, Duke Hospital, 1931—.

DOUGLAS HAMILTON SPRUNT, B.S., M.S., M.D.

Associate Professor of Pathology

B.S., Virginia, 1922; M.D. and M.S., Yale, 1927 and 1929; Ass't. Res. and Res. in Path., New Haven Hosp., 1927-1929; Instr. in Path., Yale Med. Sch., 1928-1929; Sterling Research Fellow, 1929-1930; Ass't. in Med., Rockefeller Hosp., 1930-1932; Associate Pathologist, Duke Hospital, 1932—.

WILLIAM BANKS ANDERSON, A.B., M.D.

Associate Professor of Surgery in Charge of Ophthalmology

A.B., Univ. of North Carolina, 1920; M.D., Johns Hopkins, 1924; Int., Union Memorial Hospital, Baltimore, 1924-1925; Int., Massachusetts Eye and Ear Infirmary, 1925-1927; Opthalmologist, Duke Hospital, 1930—.

WATT WEEMS EAGLE, A.B., M.D.

Associate Professor of Surgery in Charge of Otolaryngology

A.B., Univ. of North Carolina, 1918; M.D., Johns Hopkins, 1925; Int., Church Home and Infirmary, Baltimore, 1925-1926; Int., Ass't. Res. and Res. in Laryngol., Johns Hopkins Hospital, 1926-1929; Ass't. Instr. in Laryngol., Johns Hopkins Med. Sch., 1927-1930; Otolaryngologist, Duke Hospital, 1929—.

DONALD STOVER MARTIN, A.B., M.D.

Associate in Bacteriology and Medicine

A.B., Johns Hopkins, 1925; M.D., Rochester, 1930; Int. in Ped., Strong Mem. Hosp., 1930-1931; Ass't. in Physiol. and Ass't. in Bact., Rochester Med. Sch., 1926-1927 and 1931-1932; Associate Bacteriologist, Duke Hospital, 1932—.

ELEANOR USSHER BAKER, A.B.

Instructor in English

A.B., Mount Holyoke College, Holyoke, Mass., 1927; Summer School, Harvard, 1928; Instr. in English, Baldwin, N. Y., 1927-1929; Instr. in English, Baltimore, Md., 1929-1930; Instr. in English, Duke Hospital, 1931, 1934-1935.

MARGARET EDGECOMBE CARTER, A.B.

Physiotherapist

A.B., Lake Erie College, Painesville, Ohio, 1931; Post Graduate work in Physical Education and Physiotherapy, Lake Erie College, 1932.

MABEL PAGE GORDON, A.B.

Physiotherapist

A.B., Duke University, 1932; Physiotherapy Certificate, Washington School of Physical Education, Washington, D. C., 1933.

SENA K. PETERSEN, R.N.

Assistant to the Dean

Diploma, University of Minnesota School of Nursing, 1926; University of Minnesota Hospital, Practical Nursing Supervisor, 1927; Charles T. Miller Hospital, St. Paul, Assistant to Superintendent of Nurses, 1927-1932; Duke University School of Nursing, Assistant to the Dean, 1932—.

ISABEL HUNTER DILL, R.N., B.S.

Instructor in Principles and Practice of Nursing

Diploma, Peter Bent Brigham Hospital School of Nursing, 1920; B.S. and Diploma as Instructor in School of Nursing, Teachers College, Columbia University, 1933; Medical Head Nurse, 1921-1923, Surgical Supervisor, 1923-1925, Peter Bent Brigham Hospital; Instr. in Nursing Practice, St. Luke's Hospital, New Bedford, Mass., 1925-1930, 1931-1932; Instr. in Nursing Practice, Stanford Univ. School of Nursing, San Francisco, Calif., 1933-1934; Instr. in Nursing Practice, Duke Hospital, 1934—.

MARTHA ANNE WUNSCHEL, R.N.

Supervisor of Nursing Service

Diploma, University of Minnesota School of Nursing, 1927; Supervisor and Ass't. Instructor, Minneapolis General Hospital, 1927-1930; Ass't. Supt. of Nurses, Methodist Hospital, Fort Worth, Texas, 1930-1931; Instructor, Scott and White Hospital, Temple, Texas, 1931-1932; Instructor, Easton Hospital, Easton, Pa., 1933-1934.

AUGUSTA LAXTON, R.N., B.S.

Supervisor of Night Service

B.S., Florida State College for Women, 1921; Diploma, Johns Hopkins Hospital School of Nursing, 1926; District Nurse, Charlotte, Coöperative Nursing Association, Charlotte, N. C., 1928-1930.

EDITH HINVES, R.N.

Supervisor of Nursing Service in Dispensary

Diploma, Johns Hopkins Hospital School of Nursing, 1923; Head Nurse Operating Room, Johns Hopkins Hospital, 1923-1925; Ass't. Supervisor Operating Room, Johns Hopkins Hospital, 1925-1926; Ass't. Supervisor Dispensary, Johns Hopkins Hospital, 1925-1927; Operating Room Supervisor and Part-time Instructor, Palmerton Hospital, Palmerton, Pa., 1927-1933.

MARION FRANCES BATCHELDER, R.N.

Instructor in Operating Room Technique
Supervisor of the Operating Room

Diploma, Peter Bent Brigham Hospital School of Nursing, 1920; Head Nurse and Supervisor of Operating Room, Peter Bent Brigham Hospital, 1921-1923 and 1923-1927; Head Nurse, Operating Room, Johns Hopkins Hospital, 1927-1930.

ASSISTANT SUPERVISORS AND HEAD NURSES

JULIA ELIZABETH WHITE, A.B., R.N.

Assistant Supervisor of Night Service

A.B., Newberry College, Newberry, S. C., 1927; Diploma, Johns Hopkins Hospital School of Nursing, 1930; Head Nurse, Assistant Night Supervisor, Night Supervisor, Harriet Lane Home, Johns Hopkins Hospital, 1930-1932.

CREDITH LOY, R.N.

Assistant Supervisor of the Operating Room

Diploma, Univ. of Kansas School of Nursing, 1926; Post Graduate work, Johns Hopkins Hospital, April-Sept. 1927; Surgical Supervisor, Univ. of Kansas Hospital, 1927-1929; Second Ass't. Surgical Supervisor, Ass't. Surgical Supervisor, Johns Hopkins Hospital, 1929-1932; Ass't. Surgical Supervisor, St. Luke's Hospital, Cleveland, O., Feb. 1933-Sept. 1933.

MILDRED SHERWOOD, R.N.

Head Nurse on Pediatric Ward

Diploma, Mount Sinai Hospital, New York City, 1923; Head Nurse, Mount Sinai Hospital, 1923-1926; Head Nurse, Johns Hopkins Hospital, Baltimore, Md., 1926-1930.

MYRTLE E. LEWIS, A.B., R.N.

Head Nurse on Obstetrical and Gynecological Ward

A.B., Milton College, Milton, Wis.; Diploma, Battle Creek College School of Nursing, 1928; Post Graduate work, Chicago Lying-In Hospital, Feb.-June, 1932; Relief School Nurse, Battle Creek, Mich., Feb.-April, 1928; Instructor in Hydrotherapy and Head Nurse, Cook County Hospital, Chicago, 1928-1929; Teaching Supervisor in Psychiatric Nursing and Ass't. Supervisor, Cook County Hospital, 1929-1930; Night Supervisor, Muhlenberg Hospital, Plainfield, N. J., Feb.-Sept., 1930; Instr. of Science, Muhlenberg Hospital, Sept., 1930-Jan., 1932; Educational Director, Chicago Lying-In Hospital, 1932-1933.

PAULINE FLETCHER, R.N.

Head Nurse on Private Surgical Ward

Diploma, University of Minnesota School of Nursing, 1932; Post Graduate work, Univ. of Minnesota, June-Aug., 1932; Ass't. Instructor in Practical Nursing, April-Oct., 1932; Ass't. Head Nurse of Surgical Ward, Charge Nurse in Dispensary, Univ. of Minnesota Hospital, Oct., 1932-Aug., 1933.

VIDA M. WOLFORD, R.N.

Head Nurse on Private Medical Ward

Diploma, Winchester Memorial Hospital, Winchester, Va., 1923; Night Supervisor, Winchester Memorial Hospital, 1923; Six months Post Graduate course, St. Mary's Hospital, Rochester, Minn., 1924; Ass't. Director of Nurses, Winchester Memorial Hospital, 1925-1926; Operating Room Supervisor, Holzer Hospital, Gallipolis, Ohio, 1926; Private duty, 1926-1929; Supervisor, Post Graduate School of Medicine, University of Pennsylvania, 1929-1934.

NELL LUTHER, R.N.

Head Nurse on Men's Surgical Ward

Diploma, Biltmore Hospital, Biltmore, N. C., 1919; Head Nurse, Biltmore Hospital, 1924; Office Ass't., Asheville, N. C., 1926-1930; Private Duty, Asheville, N. C. and Greenwood, S. C., 1930.

EDITH M. MORTON, B.S., R.N.

Head Nurse on Women's Surgical Ward

B.S., Syracuse University, 1927; Diploma, Peter Bent Brigham Hospital School of Nursing, 1934; General duty, New York Hospital, New York City, May-Aug., 1934.

AUGUSTA CAROLINE HOFSTETTER, R.N.

Head Nurse on Women's Medical Ward

Diploma, Western Reserve University School of Nursing, 1929; Post Graduate work, Western Reserve University; Ass't. Head Nurse, Western Reserve University Hospitals, Oct. 1929-Jan. 1930; Head Nurse on Women's Medical Ward, Western Reserve University Hospitals, 1930-1932; Ass't. Instructor in Practical Nursing, Western Reserve University Hospitals, 1932-1934.

HANNAH M. BINHAMMER, R.N.

Head Nurse on Men's Medical Ward

Diploma, University of Michigan School of Nursing, 1921; Post Graduate work, Cook County Hospital, Chicago, 9 months; General duty, Ford Hospital, Detroit, Michigan, 1923-1924; Ass't. Supervisor of Out Patient Department, University Hospital, Ann Arbor, Michigan, 1925-1930

ARDEAN C. EVERETT, R.N.

Head Nurse on Medical and Surgical Colored Ward

Diploma, Philadelphia General Hospital, 1928; Head Nurse of Pediatrics, Post Graduate School of Medicine of University of Pennsylvania, 1928-1930; Head Nurse of Men's Medical Ward, Post Graduate School of Medicine of University of Pennsylvania, 1930-1931; Head Nurse of Private Surgical Ward, Geneva General Hospital, Geneva, N. Y., 1932-1933.

MAY BRYANT, R.N.

Head Nurse on Men's Surgical Ward

Diploma, Presbyterian Hospital School of Nursing, Chicago, Ill., 1928; Private Duty, 1928-1930; Head Nurse Women's Surgical Ward, Presbyterian Hospital, 1930-1933; Examining Room, Presbyterian Hospital, March, 1933-September, 1933.

THE SCHOOL OF NURSING

GENERAL INFORMATION

The School of Nursing of Duke University was established in 1925 in connection with the School of Medicine of the University and Duke Hospital through the munificent gift of the late James B. Duke.

The plan of the School is to give a sound basic course in Nursing Education which will prepare young women to give intelligent nursing care to the sick in hospitals and homes of the community as well as an introduction to the problems of community health and preventive medicine.

ORGANIZATION

The administration of the School is conducted largely through the three committees as follows:

The Standards Committee (see page 4) decides all matters of educational policy and general conduct of the School of Nursing.

The Student Work Committee (see page 4) meets the incoming students at registration, determines the policies for the individual student, interviews the students at regular periods concerning theoretical and practical work, and makes recommendations for further continuance or withdrawal from the School.

The Advisory Committee (see page 4) is concerned with the expenditures of the School of Nursing.

FACILITIES FOR INSTRUCTION

The facilities for instruction include the undergraduate colleges of the University, the School of Medicine, and the Duke Hospital. Students of the School of Nursing are admitted on the same basis as other students of the University.

LIBRARIES

The reference library of books and periodicals of special interest to students majoring in nursing is located in the Hospital Library. The student may use the general libraries on both campuses.

RESIDENCE

The students are housed in the new steel construction, fireproof residence located near the Hospital. It is adequately equipped with blankets and linen, making further provision by the student unnecessary.

HEALTH REGULATIONS AND PHYSICAL EDUCATION

The School has general supervision of the student's health. All students are required to pass a physical examination upon admission to the School of Nursing and at periods thereafter, a final examination being given at the end of the course. The usual tests and vaccinations are required. Exercise for two periods a week during the first two quarters is required of all students taking the three-year course. Students in the five-year course meet the full requirements of the Woman's College during their freshman and sophomore years.

ACTIVITIES OFFERED

Autumn Quarter—(October to December) Hockey, swimming, tennis, riding, moderate sports, and hiking.

Winter Quarter—(January to March) Informal gymnastics, Danish gymnastics, apparatus, games, individual gymnastics, folk dancing, clogging, interpretative dancing, swimming, and basketball.

Spring Quarter (March to June) Tennis, swimming, riding, baseball, track, field events, and archery.

ADMISSION REQUIREMENTS

An application form may be obtained by writing to the Dean, Duke University School of Nursing, Durham, N. C. The application should be submitted as early as possible in the year in which the applicant desires admission to the School. The applicant will be notified whether she has been accepted or declined; if accepted, the student must send a deposit of $25 within two weeks to insure her enrollment. This money will be applied toward the tuition. Classes are admitted in September of each year. Students entering in September, 1935, are required to matriculate at the School of Nursing on September 25, 1935.

The entrance requirements are intelligence, character, and graduation from an accepted high school. The course leading

to the Diploma of Graduate Nurse consists of three years of eleven months each. The student must have passed her eighteenth birthday.

The degree of Bachelor of Science in Nursing also is offered to those who have completed successfully two years of college work (60 semester-hours) in Duke University or another acceptable college or university in addition to the three-year course leading to the Diploma of Graduate Nurse in Duke University School of Nursing. The sixty semester-hours may be completed either before or after the three-year course in the School of Nursing. Those who contemplate studying for this degree should write to the Dean of the School of Nursing for advice in regard to the required course of study.

EXPENSES

The balance of the tuition fee of one hundred dollars yearly is payable upon the day of admission, and at the beginning of each succeeding year of the three-year course. There will be no expense for room, board, and laundry during the pre-clinical or clinical periods. Textbooks and uniforms are furnished. There are no scholarships or loan funds in the School of Nursing. In the five-year course leading to the Diploma of Nursing and the B.S. degree the expense of the two years of college work is borne by the student. The above regulations regarding tuition, board, uniforms, and textbooks apply only when the student is in residence in the School of Nursing.

WITHDRAWAL

Students in any class are admitted on the understanding that only those will be advanced who, in the opinion of the Standards Committee, give promise of being a credit to themselves and the School. At intervals the Standards Committee reviews the records of all students, and those whose progress has been unsatisfactory may be advised to leave the School.

READMISSION

Students who are absent for more than one month through illness or leave of absence will be readmitted the following year at a time at which the class or clinical schedule can be adjusted to their needs.

THE THREE-YEAR COURSE

Each year is divided into four quarters of three months each. For the student entering in September there is a vacation of two weeks between the first and second quarters at Christmas, the remaining two weeks' vacation for that year are given during the summer months. A three months' vacation will be allowed during the three years. Vacations may not be limited to the summer, but may be assigned at any time during the year. This may be necessary to insure the most effective correlation of theory and practice.

The instruction in the three-year program, while necessarily less extensive than in the five-year program, is no less thorough. The technical courses which have to do with bedside care are identical for both programs.

DESCRIPTION OF THE COURSE OF STUDY

ANATOMY

This course consists of lectures, freely illustrated by blackboard drawings and lantern-slide projections; of laboratory work, consisting of a study of dissections and microscopic sections; and of lectures and demonstrations of the histology of tissues and organs and the developmental stages in so far as such study is helpful in understanding the structure of the body.

Dr. Hollinshead, Miss Gardiner

PHYSIOLOGY

The functions of the tissues, organs, and systems are closely correlated with the study of the structure of the body. Physiological processes of interest to the nurse are stressed by lectures, recitations, and demonstrations.

Dr. Eadie, Dr. Dick, Miss Gardiner

CHEMISTRY

The aim of this course is to prepare the student for the application of chemistry to nutrition and for the simpler chemical diagnostic tests. The lectures are supplemented by typical laboratory experiments and discussion of the elements of inorganic chemistry. Particular emphasis is laid upon relationships rather than upon isolated facts. The facts of chemistry of the carbon compounds are treated with their relationship to the chief types of food stuff. The chemical principles involved in digestion, in absorption, and in the metabolism of fats, proteins, and carbohydrates are studied in relationship to future work.

Dr. Taylor, Miss Gardiner

BACTERIOLOGY

A study of the microscopic organisms with special attention to the fundamental principles of sanitary science; the relation of pathogenic organisms to the prevention, spread, and control of communicable disease. Laboratory experiments deal with practical nursing problems.

Dr. Martin, Miss Gardiner

PATHOLOGY

A study of the principal causes leading to disease, the nature of disease processes, and the importance of the various methods of clinical diagnosis. An understanding of diagnostic measures allows the student to appreciate the need of careful observation of symptoms, care in preparation of specimens, and intelligence in the giving of treatments. Lectures, demonstrations, and discussion.

Dr. Sprunt, Miss Gardiner

ENGLISH

English I, II.—During the first quarter emphasis is placed upon grammar and composition. In the second quarter the course includes a general survey of American literature and special references to the literature of interest within the medical and nursing profession.

MRS. BAKER

HYGIENE

Personal Hygiene.—This course gives the student the fundamental laws of health with relation to the teaching function of the nurse; emphasis is laid upon the importance of health and the development of a rational attitude towards the whole question of health preservation and disease prevention.

MISS GARDINER

Posture.—The student is taught the mechanical use of her body, and special exercises are stressed which tend toward muscular development. Emphasis is given to corrective gymnastics through laboratory study of faulty posture, deviation of the spine, and weak feet.

MISS CARTER

Preventive Medicine and Public Health.—The course is designed to give the student an understanding of Public Health Nursing in its relation to the modern health program. It includes the history and principles of Public Health Nursing; problems in special fields, i.e., tuberculosis, infant welfare; case work and the technique of home visiting, the keeping of records and problems of administration. It also deals with the principles of sanitary science, and the application of these principles to water, food supply, and disposal of sewage and garbage.

DR. EPPERSON AND ASSISTANTS, MISS GARDINER

MEDICINE

Medical Diseases and Medical Nursing.—The course is designed to present a general survey of the field of medicine and metabolism, including etiology, pathology, symptoms, complications, treatment of disease. Emphasis also is laid upon prevention and special nursing care of each disease.

DR. CALLAWAY, MISS HOFSTETTER

Communicable Diseases.—Lectures and clinics deal with communicable diseases, modes of transmission, and general symptomatology. Complications and prevention are emphasized. Classes and demonstrations of nursing procedure follow the lectures.

DR. MCBRYDE, MISS GARDINER

Dermatology.—The course reviews the anatomy of the skin and outlines its pathology. It includes a description of the more common skin diseases; their prevention, treatment, and control; and related nursing procedures.

DR. PERSONS, MISS GARDINER

Special Therapeutics.—Within this group of lectures and nursing demonstrations are to be found those dealing with x-ray, dental hygiene, allergy, and basal metabolism.

X-ray.—The course consists of lectures, demonstrations of machines, exhibitions of films illustrating the therapeutic value of the x-ray and radium, and a discussion of the nursing procedures related to the treatments.

DR. REEVES, MISS GARDINER

Dental Hygiene.—Lectures and demonstrations are given on the principles underlying dentition, the care of the normal mouth, the etiology, symptoms, and treatment of the more common surgical and medical conditions relative to the mouth, and methods of prevention and nursing care.

DR. MCCUTCHEON, MISS GARDINER

Allergy.—The student is instructed in the more recent data concerning the many idiosyncrasies.

DR. HANSEN, MISS GARDINER

Basal Metabolism.—These lectures are given to insure an understanding of the principles and uses of basal metabolism.

DR. JOHNSTON, MISS GARDINER

NURSING

History of Nursing.—The course consists of lectures, recitations, lantern slides, and collateral reading covering the growth and development of nursing from the earliest ages to the present time. Its aim is to arouse interest, to enable the student to appreciate the obstacles that have been overcome in nursing, and to give her a survey of the field she has chosen.

MISS BAKER

Principles and Practice of Nursing, Elementary.—In this course are presented the underlying principles and practice of the elementary nursing procedures as they are related to the care of the patient. Demonstrations and practice develop the skill and technique of the student.

MISS DILL

Principles and Practice of Nursing, Advanced.—This course follows the elementary course and includes the more advanced procedures after the student has had some experience in caring for patients. All procedures in both courses are demonstrated and practiced in the classroom, and carried out under supervision in the wards.

MISS DILL

Bandaging.—The course includes the principles and technique of bandaging. The student is given demonstrations and practice.

MISS DILL

Ethics.—The ethical relations of the student to the school and its personnel, to the patient, the hospital, and community are discussed, so that she may meet the problems of the nursing profession.

MISS BAKER

Hospital Economics.—A study is made of hospital construction and equipment as related to the efficiency of service, interior furnishings and finishings, heat and ventilating systems, lighting and plumbing systems, cleaning processes, disposal of garbage and waste, refrigeration and air conditioning, the purpose and plan of the laundry, linen and sewing rooms.

MISS PETERSEN

Case Study.—The aim is to give an appreciation of the relation of the patient to his social background, a detailed study of the symptoms, treatment, medical and nursing care. The ward practice is correlated with classroom teaching. The interpretation of signs and symptoms is encouraged, the growth of the scientific attitude is fostered, and the actual nursing care is improved by stimulating a keener interest in the individual care of the patient.

MISS HOFSTETTER

Senior Demonstrations.—The course includes a review of former demonstrations of nursing procedures and gives an opportunity to incorporate the newer methods which have been adopted.

MISS DILL

Professional Problems.—Problems which will be presented to the student after graduation are discussed with the aim of awakening professional interest and providing knowledge of professional activities.

MISS BAKER

Senior Seminar.—Subjects allied to nursing of particular interest or inspiration to the graduating class are discussed.

MISS GARDINER

NUTRITION

Nutrition and Cookery.—This course includes the principles and methods of simple cookery for well and ill individuals, nutritive value of food, arrangement of a balanced diet for patients of varying needs, and the physiological processes of digestion and metabolism.

MRS. MARTIN

Diet in Disease.—In this course the modifications of the normal well-balanced diet are presented, as well as the application of these modifications in the treatment of disease due to abnormal conditions of metabolism, and the preparation and serving of such diets.

MRS. MARTIN

OBSTETRICS AND GYNECOLOGY

Gynecology and Gynecological Nursing.—The medical and surgical aspects of gynecological diseases, the pathology of the pelvis, operations, and treatments are presented. Classes follow the lectures with demonstrations and discussion.

Dr. Carter and Assistants, Miss Lewis

Obstetrics and Obstetrical Nursing.—The physiological aspects of pregnancy, labor and the puerperium, the care of the newborn are taught, and special emphasis is placed upon the social aspect of the obstetrical work. The lectures are followed with clinics and nursing procedures.

Dr. Carter and Assistants, Miss Lewis

PEDIATRICS

Pediatrics and Pediatric Nursing.—The normal child is studied, and also the diseases affecting infants and children, their treatment, nursing care, and prevention. Lecture periods are followed by demonstrations.

Dr. McBryde, Miss Sherwood

PHARMACOLOGY

Elementary Pharmacology.—This course includes the study of the systems of measurement, signs, symbols, and rules governing the administration of drugs, and the source and use of the common antiseptics and disinfectants. Practice in preparation of solutions and forms form an introduction to further study of materia medica and therapeutics.

Miss Gardiner

Materia Medica, Advanced.—The course is a continuation of the elementary course. The pharmacological action of drugs and remedial agents are studied. Attention is directed to the group as a whole rather than a detailed study of separate drugs. Specific facts concerning individual drugs are studied only as they have a direct bearing upon the practical work of the nurse.

Miss Gardiner

PHYSIOTHERAPY

Physiotherapy.—The history of massage, nomenclature, and fundamental principles, the physiological effects and therapeutic uses, and the principles involved in hydrotherapy and actionotherapy are studied.

Miss Gordon

PSYCHOLOGY

Psychology.—The course consists of lectures on and class discussions of the fundamental principles underlying human conduct, together with an understanding of normal and ill individuals. The nature and value of instincts, emotions, and the development of personality are discussed. The student is given a better understanding of individual differences in dealing with people in general and with the patient in particular.

Dr. Lundholm

Mental Hygiene.—An attempt is made to aid the student in making the necessary adjustments to her new environment, and to recognize her own personal needs, as well as to interpret the underlying principles of psychology of the behavior of the individual with whom she is associated.

MISS GARDINER

Neurology and Psychiatry.—The aim of this course is to teach the relationship of mental and physical illness, to provide an understanding of the causes of mental disease and disturbances, and to emphasize the more important considerations in the modern treatment and nursing of these diseases.

MISS GARDINER

SURGERY

General Surgical Diseases and Surgical Nursing.—The aim is to give the student a practical understanding of the cause, symptoms, prevention, and treatment of the surgical conditions; to assist the surgeon efficiently; and to be able to act promptly and wisely in emergencies. Classes and demonstrations in nursing care follow the lectures.

DR. JONES, MISS MORTON

Orthopedics.—The course consists of lectures on the more common orthopedic conditions. The principal treatments and nursing care are emphasized; and the use and application of appliances, plaster casts, splints, and braces are demonstrated.

DR. SHANDS, MISS MORTON

Urology.—The course includes lectures on urological diseases and conditions, and the principal treatments and nursing care are emphasized.

DR. ALYEA, MISS BRYANT

OPERATING TECHNIQUE

This series of lectures and demonstrations deals with the organization and administration of an operating-room service; its equipment and technique; instruction in making, sterilizing, and using supplies; care of instruments and appliances; principles and practice of asepsis and antiseptics; preparation for operations; and the routine of assisting at operations.

MISS BATCHELDER

OTOLOGY, RHINOLOGY AND LARYNGOLOGY

The aim is to give an understanding of the care of the normal ear, nose, and throat, their diseases, the preoperative and postoperative care, and the nursing procedures related to them.

DR. EAGLE, MISS GARDINER

OPHTHALMOLOGY

The anatomy and physiology of the eye, injuries and diseases of the eye with their causes, symptoms, and treatment, and the related nursing procedures are taught.

DR. ANDERSON, MISS GARDINER

SOCIAL SERVICE

The historical background for the appreciation of social work is presented, and the social and economic factors concerning the patient's condition are emphasized.

Excursions are made to local institutions to obtain a better understanding of these problems.

Mr. Stanley and Assistants, Miss Gardiner

SCHEDULE OF CURRICULUM—THREE-YEAR COURSE

FIRST YEAR

Autumn Quarter

	Hours		
	Lec. Class	Lab.	Total
Anatomy	33	77	110
Physiology	22		22
Chemistry	33	22	55
History of Nursing	22		22
Psychology	22		22
Personal Hygiene	22		22
English	33		33
Principles and Practice of Nursing	11	11	22
Posture		11	11
Hospital Economics	11		11
	209	121	330

Winter Quarter

	Hours		
	Lec. Class	Lab.	Total
Principles and Practice of Nursing, Elem.	33	44	77
Bacteriology	22	22	44
Pharmacology, Elem.	22	11	33
Nutrition and Cookery	22	22	44
Ethics	11		11
English	33		33
	143	99	242

Spring Quarter

	Hours		
	Lec. Class	Lab.	Total
Principles and Practice of Nursing	33	33	66
Case Study	11	11	22
Physiotherapy	4	12	16
Materia Medica	33		33
	81	56	137

Summer Quarter

Vacation ..... 4 weeks
Ward Practice .... 8 hours daily

SECOND YEAR

Autumn Quarter

	Hours Lect. Class	Total
Pathology	22	22
Medicine	33	33
Surgery	33	33
Diet in Disease	44	44
	132	132

Spring Quarter

	Hours Lect. Class	Total
Communicable Diseases	33	33
Mental Hygiene	22	22
Ear, Nose, Throat	22	22
	77	77

Winter Quarter

	Hours Lect. Class	Total
Gynecology	22	22
Orthopedics	22	22
Urology	22	22
Operating Technique	11	11
Special Therapeutics	22	22
	99	99

Summer Quarter

Vacation ..... 4 weeks
Ward Practice .... 8 hours daily

THIRD YEAR

Autumn Quarter

	Hours Lect., Class
Obstetrics	44
Pediatrics	44
	88

Spring Quarter

	Hours Lect., Class
Professional Problems	22
Preventive Medicine and Public Health	22
Social Service	22
Senior Seminar	11
	77

Winter Quarter

	Hours Lect., Class
Psychiatry	44
Eye	22
Skin	11
Senior Demonstrations	11
	88

Summer Quarter

Vacation ..... 4 weeks
Ward Practice .... 8 hours daily

Clinical Experience After the First Six Months

	Months
Medical Wards	6
Surgical Wards	6½
Diet Kitchen	1½
Gynecological Nursing	2
Operating Room	3
Out Patient Clinics	1
Private Wards	1
Obstetrical Department	3
Pediatrics Department	3
	27

In addition there is a preparatory period of six months and a vacation period of three months making a total of thirty-six months.

THE FIVE-YEAR COURSE LEADING TO THE DEGREE OF BACHELOR OF SCIENCE AND GRADUATE IN NURSING

Major Advisers

BESSIE BAKER, *Dean*
ANN HENSHAW GARDINER

In order to meet the needs of the student, the five-year course leading to the degree of bachelor of science in nursing and graduate in nursing has been planned in two groups.

In the first group the course is for the students completing two years of college work before entering the School of Nursing.

Group two is for students who plan to complete their two years of college work following their nursing education.

Whenever possible, we suggest that the student elect the five-year course, taking the two years of college work preceding the three years in the School of Nursing. Conferences may be planned to give the student a better understanding of the field she has chosen.

GROUP I

The aim is to give the student in her first two years an introduction to the general cultural subjects which we considered fundamental and to give her a better foundation in the science of nursing.

FIRST YEAR

First Semester	S.H.	*Second Semester*	S.H.
English, 1	3	English, 2	3
Language	3	Language	3
Chemistry, 1	4	Chemistry, 2	4
Zoölogy, 1	4	Zoölogy, 2	4
Mathematics, 3	3	Mathematics	3
	17		17

Physical Education
Nursing Conference

SECOND YEAR

First Semester	S.H.	*Second Semester*	S.H.
English, 3/5	3	English, 4/6	3
Language	3	Language	3
History, 1-5	3	History, 2-52	3
Economics, 51	3	Economics, 52	3
Psychology, 101	3	Education, 58	3
	15		15

Physical Education
Nursing Conference

GROUP II

In this group the student enters the School of Nursing for three years and upon the completion of her nursing education enters the university to fulfill the following requirements leading to the degree of bachelor of science in nursing and graduate in nursing.

The students will be required to complete sixty (60) semester-hours, thirty (30) of which must be in the work approved for seniors.

She must complete eighteen to twenty-four (18-24) semester-hours in a major subject either in the division of Mathematics, Psychology, or Natural Science. The work in this division must not total more than thirty (30) semester-hours.

The total of thirty (30) semester-hours will also be required in the divisions of the Humanities, Social Science, and History.

At least twelve (12) semester-hours in each of these divisions will be required of the student.

Students will be allowed to take a maximum of six (6) semester-hours of freshman work for credit. They must also meet the university requirements concerning quality points.

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BULLETIN
OF
DUKE UNIVERSITY

Vol. 7 FEBRUARY, 1935 No. 2

FORESTRY

ANNOUNCEMENT FOR 1935-1936

PUBLISHED BY DUKE UNIVERSITY
IN JANUARY, FEBRUARY, MARCH, APRIL, MAY, AND JUNE
ENTERED AS SECOND CLASS MATTER MARCH 25, 1929, AT THE POSTOFFICE
AT DURHAM, N. C., UNDER ACT OF AUGUST 24, 1912

ANNUAL CATALOGUES AND BULLETINS

For General Bulletin of Duke University, apply to *The Secretary,* Duke University, Durham, N. C.

For Bulletin of Undergraduate Instruction, apply to *The Secretary,* Duke University, Durham, N. C.

For Bulletin of The Graduate School of Arts and Sciences, apply to *The Dean of the Graduate School,* Duke University, Durham, N. C.

For Bulletin of The Department of Engineering, apply to *The Secretary,* Duke University, Durham, N. C.

For Bulletin of The School of Law, apply to *The Dean of the School of Law,* Duke University, Durham, N. C.

For Bulletin of The School of Medicine, apply to *The Dean of the School of Medicine,* Duke University, Durham, N. C.

For Bulletin of The School of Nursing, apply to *The Dean of the School of Nursing,* Duke University, Durham, N. C.

For Bulletin of The School of Religion, apply to *The Registrar of the School of Religion,* Duke University, Durham, N. C.

For Bulletin of The Summer Schools, apply to *The Director of the Summer Schools,* Duke University, Durham, N. C.

For Bulletin on Forestry, apply to *The Director, Duke Forest,* Duke University, Durham, N. C.

BULLETIN

OF

DUKE UNIVERSITY

FORESTRY

ANNOUNCEMENT FOR 1935-1936

DURHAM, NORTH CAROLINA

1935

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CALENDAR

1935

June	6.	Thursday—Registration of students for Summer School, first term.
June	7.	Friday—Instruction begins for Summer School, first term.
June	28.	Friday—Instruction begins for Summer School, middle term.
July	4.	Thursday—Independence Day. A holiday.
July	17-18.	Wednesday, Thursday—Final examinations for Summer School, first term.
July	19.	Friday—Registration of students for Summer School, second term.
July	20.	Saturday—Instruction begins for Summer School, third term.
Aug.	29-30.	Thursday, Friday—Final examinations for Summer School, third term.
Sept.	18.	Wednesday—11:00 A.M. Formal opening of the college; registration of matriculated students.
Sept.	19.	Thursday—Instruction for Sophomores, Juniors, and Seniors begins.
Sept.	19.	Thursday—9:00 A.M.-1:00 P.M., 2:30 P.M.-4:00 P.M.; Friday, 9:00 A.M.-1:00 P.M., 2:30 P.M.-5:00 P.M.; Saturday, 9:00 A.M.-1:00 P.M., registration of graduate students.
Oct.	15.	Tuesday—Last day for submitting thesis subjects for the degree of Doctor of Philosophy.
Nov.	4-9.	French examinations for candidates for graduate degrees.
Nov.	11.	Monday—Armistice Day.
Nov.	11-16.	German examinations for candidates for graduate degrees.
Nov.	15.	Friday—Last day for submitting thesis subjects for degree of Master of Arts.
Nov.	28.	Thursday—Thanksgiving Day. A holiday.
Dec.	11.	Wednesday—Duke University Day.
Dec.	20.	Friday—1:00 P.M. Christmas Recess begins.

1936

Jan.	3.	Friday—8:20 A.M. Instruction is resumed.
Jan.	10-17.	Reading period.
Jan.	18.	Saturday—Mid-year examinations begin.
Jan.	27-29.	Registration of graduate students for second semester.
Jan.	30.	Thursday—Second semester begins.
Feb.	22.	Saturday—A holiday.
March	9-14.	French examinations for candidates for graduate degrees.
March	16-21.	German examinations for candidates for graduate degrees.
March	16.	Monday—Last day for applying for University fellowships, graduate assistantships, and graduate scholarships.
March	25.	Wednesday, 1:00 P.M.—Spring vacation begins.
April	1.	Wednesday, 8:20 A.M.—Instruction is resumed.
May	1.	Friday—Last day for submitting theses for degree of Doctor of Philosophy.
May	1-15.	Reading period.
May	15.	Friday—Last day for submitting theses for degree of Master of Arts.
May	22.	Friday—Final examinations begin.
June	6.	Saturday—Commencement opens; Senior Class Day; Meeting of the Board of Trustees.
June	7.	Sunday—President's address to graduating class.
June	8.	Monday—Commencement Address; Alumni-Alumnae Luncheon; Graduating Exercises; Lowering of the Flag by the graduating class.

ADMINISTRATIVE OFFICERS

Few, William Preston, A.B., A.M., Ph.D., Litt.D., LL.D.
President — West Campus

Flowers, Robert Lee, A.M., LL.D.
Vice-President in the Business Division, Secretary, and Treasurer — West Campus

Wannamaker, William Hane, A.B., A.M., Litt.D.
Vice-President in the Educational Division and Dean of the University — West Campus

Markham, Charles Blackwell, A.B., A.M.
Assistant Treasurer — 204 Dillard Street

Glasson, William Henry, Ph.B., Ph.D.
Dean of the Graduate School of Arts and Sciences — 710 Buchanan Road

Rankin, Robert Stanley, A.B., A.M., Ph.D.
Assistant Dean of the Graduate School — 1025 Monmouth Avenue

Korstian, Clarence Ferdinand, B.S.F., M.F., M.A., Ph.D.
Director of the Duke Forest — 908 West Markham Avenue

Maughan, William, B.S., M.F.
Assistant Director of the Duke Forest — 2307 Club Boulevard

ADMINISTRATIVE COMMITTEE ON FORESTRY

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R. L. Flowers, *Secretary and Treasurer*
C. F. Korstian, *Director*

COMMITTEE OF THE BOARD OF TRUSTEES ON FORESTRY

H. R. Dwire, W. W. Flowers, M. E. Newsom

DUKE FOREST STAFF

Korstian, Clarence Ferdinand, B.S.F., M.F., M.A., Ph.D.
Director — 908 West Markham Avenue

Maughan, William, B.S., M.F.
Assistant Director — 2307 Club Boulevard

Henninger, Charles M., B.S.F.
Forest Assistant — 1015 Watts Street

WILLISON, C. HERBERT, B.S.F., M.F.
Forest Assistant — 1015 Watts Street

RHODES, MRS. MARGARET
Secretary — 715 Vickers Avenue

INSTRUCTIONAL STAFF

COILE, THEODORE S., B.S.F.
Instructor in Forestry — Duke University

KORSTIAN, CLARENCE FERDINAND, B.S.F., M.F., M.A., Ph.D.
Professor of Silviculture — 908 West Markham Avenue

KRAMER, PAUL JACKSON, A.B., M.Sc., Ph.D.
Instructor in Botany — 1011 Monmouth Avenue

MAUGHAN, WILLIAM, B.S., M.F.
Assistant Professor of Forestry — 2307 Club Boulevard

WOLF, FREDERICK ADOLPHUS, A.B., A.M., Ph.D.
Professor of Botany — 924 Urban Avenue

FORESTRY IN DUKE UNIVERSITY

GENERAL STATEMENT

Duke University, located at Durham, North Carolina, comprises Trinity College, the Woman's College, the Graduate School of Arts and Sciences, the Schools of Religion, Law, Medicine, and Nursing, and the Duke Forest. Forty-one states of the Union and several nations are represented in the student body of more than 3,200, not including the enrollment in the Summer Schools.

The University goes back in its origin to 1835, when Union Institute was founded in Randolph County by the Methodists and Friends. In 1851 the institution became Normal College, being one of the first institutions in America for the training of teachers. In 1859 the name was changed to Trinity College and so continued until 1924, when the college became a part of Duke University.

The expansion resulted from a provision in an indenture of trust, executed December 11, 1924, by James Buchanan Duke, by virtue of which a great benefaction was placed at the disposal of humanity through provisions for hospitalization, church work in the rural districts, and education, the principal feature of the latter being the provision for Duke University. Previous to the indenture, Mr. Duke himself, his father Mr. Washington Duke, and his brother Mr. Benjamin N. Duke had for many years been the chief benefactors of the institution.

The University is located on two campuses. The Woman's College campus, with its 108 acres of ground, was formerly the campus of Trinity College. About a mile away is the campus of the new units of the University, consisting of approximately 467 acres. The new campus, also know as the West Campus, was first occupied in September, 1930.

Forestry in Duke University began early in 1931 when, through placing the Duke Forest under intensive management for forestry purposes, a substantial beginning was made in laying the foundations for educational work and research in forestry.

A pre-forestry curriculum was organized in Trinity College of Duke University in 1932. This group of studies is designed

for students who intend to pursue the study of forestry, particularly as a profession, after graduation from college (see Announcement on Undergraduate Instruction in Duke University). The four years are given very largely to fundamental and auxiliary subjects basic to a proper understanding of the more highly specialized work in technical forestry. Work in technical forestry leading to the professional degrees is not now available in the University. Students graduating from the preforestry curriculum will be permitted to pursue graduate studies only in forest-tree physiology, silvics, and forest soils.

Duke University is now prepared to offer, through the Graduate School of Arts and Sciences, graduate work in the more scientific aspects of forestry, especially forest-tree physiology, silvics, forest soils, silviculture, and forest management, leading to the Master of Arts and Doctor of Philosophy degrees. This work will be available to graduates of schools of forestry of recognized standing, and to college or university graduates holding the bachelor's degree with their major work in appropriate scientific subjects. Undergraduate subjects which the college student, who does not have forestry training but who is contemplating advanced work in forestry, should take as preparation for this work may be illustrated as follows: at least two full years in botany, including general morphology or anatomy, the taxonomy, physiology, and ecology of plants; at least one course in zoölogy or general biology; courses in chemistry, physics, geology, economics, mathematics; and at least two years of French or German.

EDUCATIONAL FACILITIES

Ample facilities for pursuing studies in the fundamental and auxiliary subjects basic to forestry are available in the University.

Forestry is located in the Biology Building together with the Departments of Botany and Zoölogy. The Biology Building contains classrooms, offices, a library, three refrigerated rooms, an incineration room, a workshop, and eight dark rooms. Special laboratories are provided for advanced work in plant physiology, plant anatomy, plant taxonomy, genetics, plant ecology, forest pathology, dendrology, silvics, forest soils, and the several branches of zoölogy. The laboratories and rooms for

The Woman's College Campus



PHOTO BY ERVAY TURGEON, JR.

A complete modern plant built for the specific uses of the Woman's College
Its Georgian buildings form an attractive quadrangle

Aerial Views of Two Campuses

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DUKE UNIVERSITY
DURHAM, NORTH CAROLINA

Included in this folder are photographs showing the two campuses of Duke University, the West, or University campus, and the East, or Woman's College campus. The two are separated by a distance of a mile and a half, bus service connecting them at regular intervals.

Gothic architecture, as will be noted from the photographs, is the prevailing type on the University campus, and Georgian on the Woman's College campus.

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students doing research are equipped with vacuum, compressed air, direct and alternating electric current, gas, and running water. Proper equipment and supplies for biological work, such as ovens, galvanometers, potentiometers, thermographs, psychrometers, atmometers, motors, chemicals, and glassware, are available.

Large greenhouses, connected to the Biology Building through a soil-storage and workroom, provide adequate space for experimental work and propagation.

The Forestry section of the Library contains a growing collection of material on forestry and closely related subjects. It includes important books and periodicals on forestry in English, French, German, and certain other foreign languages. The Library is well provided with American material, including federal and state documents and reports. Over 150 periodicals and serials of importance in forestry and related fields are received by subscription or exchange.

THE DUKE FOREST

The Duke Forest, located in Durham and Orange counties, North Carolina, consists of three main units; namely, the Durham, New Hope Creek, and Hillsboro Divisions. Early in the development of the new Duke University, it was recognized that the possession of such an area offered an unusual opportunity for the development of educational work in forestry.

Situated in the lower Piedmont region at elevations ranging from 280 to 650 feet, composed of second-growth shortleaf and loblolly pines, oak, gum, hickory, maple, yellow poplar, ash, and other hardwoods, the Forest is representative of the various types of timber growth found throughout the region. Over a hundred different species of trees are found within or near the Forest. The land is rolling, with excellent soil for tree growth. There is relatively little rock outcrop, swamp, or other land of low productivity for timber growing. The total area of the Forest proper, exclusive of the University campus, is 4,696 acres. This area, according to the 1931 inventory, is distributed among the different forest cover types as follows:

Cover Types	*Area in Acres*	
Pine Types		
Loblolly Pine	318	
Shortleaf Pine	780	
Loblolly Pine-Shortleaf Pine	569	
Shortleaf Pine-Virginia Pine	20	
Total		1,687
Pine-Hardwood Types		
Loblolly Pine-Oak	129	
Shortleaf Pine-Oak	648	
Virginia Pine-Southern Red Oak	7	
Loblolly Pine-Red Gum	16	
Shortleaf Pine-Red Gum	38	
Total		838
Upland Hardwood Types		
White Oak-Black Oak-Red Oak	518	
White Oak-Post Oak	41	
White Oak	3	
Post Oak-Blackjack Oak	7	
Total		569
Bottomland Hardwood Types		
Red Gum-Yellow Poplar	278	
River Birch-Sycamore	37	
Total		315
Open Land		1,287
Total for Forest		4,696

In developing the Duke Forest the following objectives are being emphasized:

1. Demonstration of the various methods of timber growing, silvicultural treatment, and forest management on a practical and economic basis.

2. Development as an experimental forest for research in the problems of timber growing and in the sciences basic thereto. In spite of the present timber situation and the accompanying economic ills, the technical and scientific knowledge required to handle forest crops efficiently on a permanent basis

is still largely lacking. The Duke Forest affords a place where investigations may be carried on to augment this knowledge for the large region of which the forest conditions, the flora, and the fauna are representative. Forest research and forestry education in America are still in their infancy—the first forest experiment station was established in 1908 and the first forestry school in 1898. The time intervening since then is very short compared with the life of a forest, usually less time than that required to mature a single crop of timber. In Europe forest research has been under way at forest experiment stations for over a hundred years.

3. To serve as an outdoor laboratory where field work can be carried on by forestry students under the guidance of the Forestry faculty. One of the most difficult problems in forestry education is to bring the students into contact with the realities of professional activities. Every professional school has an analogous problem. Medical schools are closely affiliated with hospitals where the students are in constant touch with the practical application of every phase of medicine as well as with the research conducted in the hospital laboratories. Law schools have their practice courts and legal aid clinics, and encourage students to obtain experience during vacation in law offices to give realism to their legal studies. Engineering schools encourage field work and practical contact with industrial projects. Similarly a forest is as essential for the training of a forester as a hospital for that of a physician or surgeon, or a practice court for that of the lawyer, and the longer a forest has been under management the more instructive it is to the professional forestry student. With all operations in the Forest, both routine and investigative, recorded annually, it is possible for a qualified man to get in a short time a degree of practical knowledge or technical expertness which only an organized forest can provide.

The Duke Forest is particularly well located to fulfill this need, in that most of it is adjacent and easily accessible to the University campus. In fact, the Durham Division practically surrounds the main campus since the new campus was actually laid out in one corner of the Forest. A paved State highway runs lengthwise through the Durham Division and several good roads cross the Forest at intervals. About 15 miles of im-

proved woods roads make all parts of the forest readily accessible. A five-minute walk will take one well into the forest and any part of the Durham or New Hope Creek Divisions can be reached by car in ten to twenty minutes. At few other places in America can be found a plant for forestry training and research which has the necessary forest area literally at the door of a large University with its complete instructional, laboratory, and library facilities.

Although the Forest has been but recently organized, considerable progress has been made toward carrying out the principal objectives recognized at the outset.

Most of the 1,287 acres of open land is, or until recently has been, cultivated. Such of the open land as is not restocking naturally to forest trees is being planted. The reforestation of open lands is a very important phase of the work of organizing the Duke Forest as a demonstration and research area and as an outdoor laboratory. Here students will have an opportunity to study first hand the results of many experimental plantations prepared for them in advance. Arbitrarily by mixing species and varying the spacing between the trees in the plantations now being made the foundation is laid for future research into many perplexing problems, such as species relationships and requirements, the most desirable spacings and species to use in this region, and the survival and relative rates of growth of the different species.

In many of the plantations different methods of mixing the species of trees have been used. These have ranged from planting pure areas of one species to alternating species by groups of rows and even to alternating species within groups of rows, thus creating a checkerboard effect. Also numerous variations have been made in the distance between trees and between rows. Many of the plantations are thus assuming a demonstration and experimental aspect. All the plantations have been mapped, and careful records are being kept of each plantation with the object of determining the relationships between species, whether pure or mixed plantations are the best, what method of mixtures is the most successful, what is the most desirable spacing to use, and many other points of technical information, as yet unknown for this region. Over 300 acres of such plantations have been established to date.

Over 50 permanent sample plots, ranging in size from one-tenth acre to one acre, have been laid out in the Forest to study various problems. The plots are distributed through all the forest types, and range in purpose from studies of the effects of various silvicultural practices to studies of rates of growth and yields of the different timber types. More study plots are being established as rapidly as definite problems are conceived and time and expense will permit. Accurate records are kept on all this work thus providing excellent material for student research. In the future these plots will also be used to demonstrate desirable forestry practices.

The work of putting the Forest under intensive management is well under way. A complete inventory of the Forest has been made, and tabulations showing the present volume and annual growth of each separate timber stand are at hand. A forest type and timber stand map for each of the three divisions has also been completed. Each division has been subdivided into permanent compartments, and recommendations for the silvicultural treatment of the separate stands in each compartment, to be embodied in a management plan, are in process of formulation. Cutting operations within the limits of annual growth are being carried on, and as markets for definite products are developed or expanded such operations will be increased. To date, approximately 225 acres in the pine types have been scientifically thinned on an economic basis. These thinnings serve the dual purpose of contributing to the operation of the Forest as a going business and of demonstrating sound forestry practices. An efficient fire protection organization has been developed in coöperation with the State and Federal governments and forest fire losses are being held to a minimum. In managing the Forest, public recreation activities are being duly recognized. Several recreation areas have been established and some 10,000 picnickers, hikers, and horseback riders use the area annually. The Durham and New Hope Creek Divisions of the Forest, together with several hundred acres of neighboring privately owned land, are incorporated in an Auxiliary State Game Refuge to give the necessary protection which will ultimately result in an increased amount of game in the surrounding territory. Careful records are being maintained for all activities in the Forest, and these records will become increas-

ingly useful as they are improved as a result of further experience and research. With the diversification and expansion of activities now going on the student will have an opportunity to study an operating forest in all its phases and to obtain a grasp of the proper balance between theory and practice.

A definite beginning in forest research has already been made by members of the Forest staff and others. Some of the problems undertaken are as follows: a study of soil reaction under seven forest types and in eight soil types to determine the relation, if any, between the H-ion concentration of the soil and the distribution of the forest types; studies of the physico-chemical properties of leaf sap of forest trees in an effort to obtain quantitative measures of these properties which may be used to throw light on the water relations of forest trees, particularly their relative resistance to drought and cold; studies to determine the soil-leaf-moisture relationships in five different forest types; methods of breaking dormancy in forest trees; soil conditions, root development, and competition in forest stands.

Due to the wide range in forest types, ages, and soil conditions within the Forest and its proximity to the laboratories, greenhouses, and other scientific equipment and library facilities of the University, an exceptionally good opportunity exists for the conduct of forest research. As shown above research has already been started on special problems, particularly in the fields of silvics, forest-tree physiology, and silviculture. The Forest is used not only for research in forestry but also for research in forest biology by members of allied scientific departments. An excellent opportunity exists for research in the Forest by graduate students.

THE ARBORETUM

Another feature which will be of outstanding significance in the teaching of both forestry and botany in the future is the provision for development of an arboretum. In their annual meeting on June 4, 1934, the Board of Trustees of Duke University, upon the recommendation of their Forestry Committee, voted to set aside permanently an area of over 300 acres in the Forest to be used for arboretum purposes. The area lies

adjacent to the main University campus immediately across the road from the Chapel.

Through the generosity of Mr. W. W. Flowers, of New York, a member of the class of 1894 and a Trustee of the University, it has been possible to develop preliminary plans and to make the initial plantings. This is naturally a long-time project, and many years will elapse before the arboretum will be most useful and most attractive. The University Trustees' Committee on Forestry in their report to the Board refers to the arboretum as follows:

"The arboretum should serve as a station for the study of trees and woody plants as individuals and in small groups in their scientific relations, economic properties, and cultural characteristics, requirements, and possibilities. It should render an economic service by acting as a research laboratory where trees and shrubs can be studied from the viewpoint of a fuller utilization of their commercial possibities. It should render a cultural service by serving as a center where foresters, landscape architects, nurserymen, gardeners, and the general public may increase their knowledge of indigenous trees and shrubs and where they may become acquainted with the foreign species that can be grown here. Within the University the arboretum will supply living specimens and material for several branches of botany and forestry."

The development of the arboretum will proceed along these lines as rapidly as available funds and planting stock will permit.

SCHOLARSHIPS AND FELLOWSHIPS

A limited number of graduate scholarships and fellowships are available to men who offer promise early of becoming leaders in the forestry profession. These will be available to men of high character and marked scholastic ability, who merit financial aid, as judged by their previous record and personal references.

The annual stipends of these scholarships and fellowships range from two hundred fifty dollars ($250) to six hundred fifty dollars ($650); the exact amount awarded to each successful applicant will vary with his qualifications. Holders of

scholarships and fellowships will be expected to pay the tuition fee and such additional fees as are regularly required.

The following arrangements apply to the scholarships and fellowships:

1. The applicant must have received a degree either from a professional school of forestry of good standing or must be a graduate of a recognized college or university. Candidates not graduates of schools of forestry must have had the major work for their degree in botany or soil science and in the allied basic sciences. In addition, he must have reasonably high scholarship to be admitted to full standing in the Graduate School of Arts and Sciences. In general, preference will be given to men who have already obtained technical or professional training as represented by a degree from an accredited school of forestry and who have a reading knowledge of French and German.

2. It is highly desirable that a candidate for a scholarship or fellowship state in his application as specifically as possible the problem which he wishes to study. The definite selection of a suitable problem—one that is specific and affords training both in fundamentals and in technique—is very helpful to the committee on awards.

3. Holders of scholarships and fellowships may become candidates for the Master of Arts or the Doctor of Philosophy degrees when they have met the requirements for admission to candidacy for these degrees.

4. Holders of scholarships and fellowships shall devote their entire time for at least nine consecutive months to an approved program in forestry, except for time needed for required courses of instruction.

5. Application blanks for scholarships and fellowships may be obtained by writing to the Director, Duke Forest, Duke Station, Durham, North Carolina. When the blank has been filled out by the applicant it should be returned to the above address, and *must be accompanied by an official transcript of record* showing college or university credits. The application and transcripts must be filed not later than April 15 for the following academic year. In case vacancies occur, applications submitted on a later date will be considered.

REQUIREMENTS FOR ADMISSION

GENERAL REQUIREMENTS

Students who have received a bachelor's degree for a four years' undergraduate course from a college of sufficiently high standing may be admitted to take courses in the Graduate School of Arts and Sciences of Duke University. The department concerned will determine whether a student is prepared to take any particular course. *Admission to graduate courses does not necessarily imply admission to candidacy for a degree.* A candidate for admission as a graduate student should present satisfactory evidence that he has received a bachelor's degree from a college or university which is a member of the Association of Colleges and Secondary Schools of the Southern States or of one of the similar associations in other sections of the country (provided that the degree must have been conferred after the admission of the college or university to membership in said association); or from a North Carolina college whose bachelor of arts' or other bachelor's degree is accepted by the State Department of Education as the basis for issuing the high school or primary certificate of Class A. A degree from an institution outside of the state of North Carolina, not provided for above, may be accepted when an investigation in the individual case shows that qualifications are satisfactory.

No college or university work taken before the bachelor's degree is conferred, or fully earned, may be credited toward an advanced degree except under the following circumstances: A student of Duke University who lacks at the beginning of a term not more than nine semester-hours of fulfilling the requirements for the bachelor's degree may obtain permission from the Dean of the Graduate School to take during the term graduate courses sufficient to bring his total work to fifteen hours a week. Such graduate courses will be credited toward the degree of master of arts.

No graduate student may register in one academic year for more than twenty-four semester-hours of work and a thesis.

SPECIAL REQUIREMENTS

In addition to the above general requirements, the following special conditions will influence the acceptance of students

for graduate study in forestry. The student must have received a degree from a professional school of forestry of recognized standing or from an approved college or university. College graduates who have had specialized training in botany or soil science and in allied basic subjects, such as physics, chemistry, geology, and zoölogy, may pursue graduate study and research only in the specialized fields for which their previous work has qualified them.

The Forestry staff will determine whether a student is qualified to pursue graduate study in any of the special fields of forestry in which work is available.

GRADUATE STUDY IN FORESTRY AND DEGREES

GENERAL REQUIREMENTS FOR DEGREES

The following general requirements of the Graduate School apply to candidates for the Master of Arts and Doctor of Philosophy degrees:

ADMISSION TO CANDIDACY FOR A DEGREE

A graduate student who desires to be accepted as a candidate for a degree should file with the Dean of the Graduate School an official transcript of the record of his undergraduate work and also of any graduate courses he may have completed. He should also confer with the chairman of the department in which he desires to take his major work. Applications for admission to candidacy for the degree of master of arts should be made at the beginning of the first year of graduate work, and for the degree of doctor of philosophy early in the second year of graduate work. Before receiving recognition as a candidate for a degree, the student must satisfy both the general requirements of the Graduate School and the special requirements of the department in which he is taking his major work.

THE DEGREE OF MASTER OF ARTS

Candidates for the degree of master of arts are required to have a reading knowledge of two foreign languages, evidenced by examination or by credit obtained for at least six semester-hours of college work in each. If this requirement has not been satisfied before admission to candidacy for the degree, the required foreign language work must be completed before the degree is conferred and will not be counted for credit toward the degree. The two foreign languages offered must be acceptable to the department in which the candidate is taking his major work. Twice a year at stated times the language examinations will occur. The French examinations will be given the first week in November and the first week in March while the German examinations will be given the second week in November and the second week in March.

To obtain the degree of master of arts a candidate must complete satisfactorily twenty-four semester-hours of graduate courses and a thesis. The credit for the thesis is six semester-hours. Each candidate for the degree must select a major subject in which the minimum requirement is twelve semester-hours and the thesis. [Before selecting his major in a department, a student must have completed a minimum of twelve semester-hours of approved *preliminary* courses in that department and twelve additional semester-hours either in that department or in related work.] A candidate must take six semester-hours of graduate work in a minor subject approved by the major department, and the

remaining six semester-hours in the major or minor subjects or in a department approved by the major department and by the Graduate Council. No undergraduate course may be credited toward the degree of master of arts.

MINIMUM RESIDENCE REQUIREMENT

The minimum residence requirement of candidates for the master's degree is one academic year. Often a longer period of residence will prove necessary. In the case of graduate students who take all the work for the master's degree in the Summer School, the minimum residence requirement is five summer terms of six weeks each. All the work offered for the master's degree must be completed within a period of six years.

THESIS FOR THE MASTER'S DEGREE

The title of the thesis required in partial fulfillment of the requirements for the degree of master of arts must be approved by the department or departments concerned and filed with the Dean of the Graduate School on or before November 15 of the academic year in which it is expected that the degree will be conferred.

Three (or, at the discretion of the department, four) bound typewritten copies of each thesis must be submitted to the Dean of the Graduate School in approved form on or before May 15 of the year in which the degree is conferred. The thesis is passed upon and accepted or rejected by an examining committee of three members of the faculty. Two of the copies, the original and a carbon copy, are placed in the University Library. Each candidate is required to appear before the committee for a final examination. The oral portion of the examination will be at least one hour in length and will be either on the thesis or on the thesis and its related field; this choice and the length of the examination to be determined by the department with due consideration to the needs of the candidate and the subject-matter of the thesis. The chairman of the committee will inform the other members of the committee of the character and scope of the examination.

CREDIT TOWARD THE MASTER'S DEGREE FOR WORK DONE ELSEWHERE

No credit toward advanced degrees is given for university extension or correspondence courses.

Not more than six semester-hours of credit toward the master's degree may be given to graduates of Duke University or of other approved colleges or universities for acceptable graduate courses or research completed elsewhere. Such credit shall not shorten the minimum period of residence required at Duke University.

THE DEGREE OF DOCTOR OF PHILOSOPHY

A student who plans to enter upon a program of work leading to the degree of doctor of philosophy should consult, or

enter into correspondence with, the Dean of the Graduate School or the chairman of the department concerned. He will then be advised as to the possibility of obtaining the necessary instruction and supervision of research in the desired field.

The Council on Graduate Instruction has adopted the following regulations governing the conferring of the degree of doctor of philosophy:

1. *The Degree.* The degree of doctor of philosophy is a research degree; it is not based merely upon the completion of a prescribed period of study or upon the obtaining of credit for a given number of courses. The granting of the degree will be based primarily upon evidence of high attainments in a special field of knowledge and upon the production of a thesis embodying the results of original research.

2. *Residence Requirements.* The normal period of resident graduate study, after the general requirements of admission to the Graduate School have been satisfied, is not less than three academic years. The candidate will be required to spend at least either the last year in actual residence at Duke University, or the first two years. A student whose undergraduate work is insufficient in amount or unsatisfactory in character may expect to spend additional time in preliminary courses essential as a basis for the graduate work he proposes to undertake. Credit for one year of work done in summer school sessions may be given with the approval of the Graduate Council and of the department in which the student takes his major work. Except in unusual cases, graduate work of fragmentary character taken over a long period of years, or work completed many years before the student becomes a candidate for the degree at Duke University, will not be accepted as satisfying the requirements of residence.

3. *Application for Candidacy for the Ph.D. Degree.* A student desiring to become a candidate for the Ph.D. degree is ordinarily required to file with the Dean of the Graduate School, not later than the beginning of the second year of graduate work, a formal application indicating in what department and under what professor he proposes to carry on research. A committee will then be appointed to supervise the student's work, with the professor in charge of his research as chairman. If and when the committee finds that the preliminary requirements of the major department have been satisfied, the chairman of the committee shall report the fact in writing to the Dean of the Graduate School. The student's program of study will be arranged after consultation with this committee and must obtain its approval and that of the Graduate Council. In the case of students who come to Duke University for only the last year of graduate work, and in special cases approved by the Graduate Council, the application for recognition as a candidate for the Ph.D. degree may be filed later than provided above, but not later than October 15 of the academic year in which it is desired that the degree be conferred.

4. *Preliminary Examination.* Toward the end of the second full year of graduate work (or in special cases at the beginning of the third year), a preliminary examination of each candidate will be held covering the general field of his major subject. This examination will be conducted by the committee in charge of the student's work and will be either oral or written, or both, as the committee may determine. A student who passes this examination will be recognized as a candidate for the Ph.D. degree. At the discretion of a candidate's committee, the examination on his minor subject or subjects may be held at the time of his preliminary examination instead of at the time of his final examination.

5. *Program of Study.* The program of study of an applicant for the Ph.D. degree is subject to the approval of the Graduate Council and of the committee provided for in Section 3 above. The student must select a major field and one or two minor related fields. When a department offers instruction in a sufficient variety of subjects and the needs of the individual student seem to require it, the Graduate Council may permit a major and minor to be taken in the same department.

6. *Foreign Language Requirements.* A reading knowledge of French and German will ordinarily be required. A substitution for one of these languages may be made, however, by the consent of the Graduate Council and of the department in which a student takes his major work. The student will be examined on one of the foreign languages at the beginning of his second year of graduate work, and should qualify in both by the end of the second year of his graduate work. The department in which he takes his major work may indicate preference as to the language in which the student shall first be examined. Foreign language examinations will be conducted by the appropriate language department in conjunction with the department in which the student has his major field of work.[1]

7. *Thesis.* The thesis for the Ph.D. degree must be a contribution to knowledge. The subject of the thesis must be filed with the Dean of the Graduate School on or before October 15 of the academic year in which the candidate desires to take the final examinations for his degree. The subject must receive the written approval of the chairman of the department in which the candidate has his major field of work and also of the professor under whom the thesis is being written. The thesis must be completed to the satisfaction of the professor under whom it is written, and four typewritten copies in approved form must be deposited with the Dean of the Graduate School on or before May 1, if the student desires to be examined on the thesis in the same academic year. Two of the copies, the original and a carbon copy, are placed in the University Library.

The title page must be approved by the major department and by the Dean of the Graduate School.

The candidate's thesis must be published either in its original form or in a modified form approved by the Dean of the Graduate School and

[1] See University Calendar, pages 5 and 6.

the committee in charge of the candidate's work. Copies of the published thesis should be deposited in the Graduate School office as provided by regulations of the Graduate Council. The degree will not be conferred until publication of the thesis, in approved form, within three years, has been guaranteed in a way satisfactory to the Dean of the Graduate School and the professor under whom the thesis was written.

8. *Final Examination.* The final examination on the thesis and on the subject matter of the major and minor fields will be oral. The examination on both thesis and major and minor work will be held at the same time unless otherwise arranged by special permission of the Graduate Council.

SPECIAL REQUIREMENTS FOR DEGREES IN FORESTRY

The Master of Arts and Doctor of Philosophy degrees are attained through scientific work rather than technical or professional training in forestry. The student upon registration chooses a field of study which may lie in two or more departments. The members of the Graduate School faculty best qualified in that field are named as the student's committee, regardless of the department of which they are members. This committee will advise the student in the planning and conduct of his work and will evaluate it when completed.

A reading knowledge of French and German must be acquired early in the prosecution of graduate study in forestry because much of the forestry literature of the world is written in or has summaries in these languages. For the Ph.D. degree the language requirement must be met before the preliminary examination is taken and in general before the preparation of the thesis is begun.

The length of time required for a student to obtain the Master of Arts and Doctor of Philosophy degrees in forestry is determined by the character of his previous work and by the quality of his work in the Graduate School. Upon the recommendation of the Forestry staff and with the approval of the Council on Graduate Instruction, work of equal grade done in residence at another college or university, or at a research station or institute not connected with a college or university, may be accepted toward a Ph.D. degree, but at least the last year or the first two years of graduate study must be spent in actual residence at Duke University. Only in connection with the preparation of the thesis will work be accepted that has been

done elsewhere than in residence at a college, university, or research station.

Since much of the work of graduate students in forestry will have to be done in the Duke Forest during the summer while the trees are in an actively growing condition, it will frequently be necessary for students to be in residence during the summer.

The field of study may include advanced work in allied subjects as well as advanced work in forestry. However, the student should have covered most of the basic subjects prior to entering the Graduate School. The required advanced work will depend upon the student's previous training and the special field of study selected. Before beginning his work the student must obtain approval for his proposed program of study, including the plans for the research for his thesis. Any courses of study chosen must be correlated with each other and with the thesis research.

COURSES AND SUBJECTS OF INSTRUCTION

FOR SENIORS AND GRADUATES

224. Forest Pathology.—Special reference to diseases of forest trees. Offered in alternate years. Prerequisites, general botany and dendrology or equivalent. **4 s.h.** (w) PROFESSOR WOLF

254. Dendrology.—The characteristics, identification, and taxonomy of trees with special reference to species native to North Carolina and other important forest regions of the United States. Studies of special groups included. Prerequisite, two years of botany or forestry. **4 s.h.** (w) PROFESSOR KORSTIAN

261. Introduction to Forest Soils.—Origin, formation, physical properties, moisture relations, and principles of soil fertility from the standpoint of plant growth, particularly forest trees; field identification of soils, methods of sampling and laboratory analysis; relation of soil to site quality; soil regions of the world in relation to distribution of vegetation, especially forests. **4 s.h.** (w) PROFESSOR KORSTIAN AND MR. COILE

FOR GRADUATES

323-324. Advanced Forest Pathology.—Advanced study and research on the life histories and control of diseases of forest trees to meet the individual needs of graduate students. Prerequisites, plant physiology and forest pathology. Credits to be arranged. PROFESSOR WOLF

351-352. Advanced Physiology of Forest Trees.—Advanced study and research on problems in the physiology of forest trees to meet the individual needs of graduate students. Prerequisites, plant physiology and plant ecology. Credits to be arranged. DR. KRAMER

357-358. Research in Forestry.—Credits to be arranged.

a. Advanced Silvics.—Individual study and research on special problems in silvics, especially with reference to the analysis of environmental factors and their effect on forest vegetation; the forest as a biological community and its relation to the site; the origin, growth, and development of the individual tree. PROFESSOR KORSTIAN

b. Advanced Forest Soils.—Advanced study and research in forest soils to meet the needs of individual graduate students.
PROFESSOR KORSTIAN AND MR. COILE

c. Advanced Silviculture.*—Advanced study and research on problems pertaining to reproduction, establishment, growth, and treatment of the forest.
PROFESSOR KORSTIAN AND ASSISTANT PROFESSOR MAUGHAN

d. Advanced Forest Management.*—Advanced studies on specialized problems in the organization and management of forests.

ASSISTANT PROFESSOR MAUGHAN

e. Advanced Forest Regulation.*—Advanced studies in the theory of forest regulation. Work consists chiefly of studies of the methods used in determining forest growing stock, distribution of age classes, the normal forest, formulae for arriving at cutting allowances and regulation for sustained yield. ASSISTANT PROFESSOR MAUGHAN

* Open only to graduates of professional schools of forestry of recognized standing who have satisfactorily completed introductory courses in forestry and allied subjects.

FEES AND EXPENSES

The following tables show the general fees and charges collected from all students and the special fees collected from those taking courses in the sciences. All fees for each semester are due and payable, unless otherwise specified, at the time of registration at the beginning of that semester, and no student is admitted to classes until arrangements have been made with the Treasurer of the University for the settlement of fees.

GENERAL FEES

Matriculation, per semester	$ 25.00
Tuition, per semester	100.00
Room rent—See the detailed statement that follows.	
Athletic fee, admitting students to all athletic contests held on the University grounds, per semester	5.00
Damage fee, payable annually at the time of first registration	1.00
Medical fee, per semester	5.00
Library fee, per semester	5.00
Commencement fee, payable once by graduate students in the last semester before a degree is conferred	3.00
Diploma fee, payable by candidates for degrees at the beginning of the second semester, refunded if the diploma is not awarded	5.00

For further information concerning room rent, see below.

SPECIAL FEES

Graduate students in the sciences are required to pay the special laboratory fees for courses as fixed by the various departments. An administrative fee is charged in connection with special research in the summer under direction of a member of the faculty.

TRANSCRIPTS

A student desiring to transfer from Duke University to another institution is entitled to one transcript of his record. A charge of one dollar is made for each additional copy.

PAYMENTS TO FELLOWS AND SCHOLARS

Payments by the University of stipends to fellows and scholars are made in four installments, on November 25, Jan-

uary 25, March 25, and May 25. Fellows and scholars are required to pay the regular tuition fee and such additional fees as are ordinarily required of graduate students.

ROOMS AND CONDITIONS OF RENTING THEM

ROOM RENT FOR MEN OF DUKE UNIVERSITY

West Campus, per semester.....$50.00, $62.50, and $75.00
East Campus, per semester.....$30.00 and $50.00
All graduate courses are given on the West Campus.

Rooms are reserved only for students who have been officially accepted by the University. They are rented for no shorter period than one semester. The occupancy of a room for a period of less than one semester will cost the student $1.00 each day unless the occupant makes the necessary arrangements with the Director of the Business Division before occupying the room. A room deposit of $5.00 is required of each applicant for admission. The fee is deducted from the room charges at the time of registration for the full semester. The reservation fee will be refunded to any applicant not accepted by the University provided the official receipt for the fee, given to all paying it, is presented either in person or by letter to the Treasurer's office, but students who make application and are accepted will not be entitled to have the reservation fee refunded unless the request is made on or before August 1.

A resident student who wishes to retain his room for the succeeding year must first pay a reservation fee of $5.00 to the Treasurer's office and then notify the office of the Director of the Business Division on or before May 15. All rooms which have not been signed for on or before May 15 will be considered vacant for the succeeding year. When a room is once engaged by a student, no change will be permitted except with the consent of the Director of the Business Division. Leaving one room and occupying another without permission is strictly against the rule and will render the offender liable to a charge for both rooms for the entire semester. No occupant is permitted to rent or sublet a room to another occupant. The use of a room for merchandising of any kind is strictly forbidden.

The University does not assume the responsibility of selecting and assigning room-mates, though it will gladly render any assistance possible in the matter.

DORMITORIES FOR MEN

On the West Campus there are three groups of dormitories, Craven, Crowell, and Kilgo. Each group forms a quadrangle enclosing a court. Certain sections are reserved especially for the use of students of the Graduate School of Arts and Sciences.

BOARDING ACCOMMODATIONS

Trinity College, West Campus.—Beginning with the academic year 1930-31 the University opened its dining hall in the Union on the West Campus with accommodations sufficient to provide in a superior way for all resident men students. It is the policy of the University to furnish board to its students at actual cost. Charges for board will not exceed $25.00 per month.

The Union is the logical center of student activities for men, and it will be found desirable for male students to board in its supervised halls. In the Union are located the University Post Office, the University Store, the University Barber Shop, and all publication staff offices.

In addition to the Union dining halls a Coffee Shop is operated for the convenience of students and visitors.

ESTIMATED EXPENSES FOR AN ACADEMIC YEAR

The necessary expenses of a graduate student are moderate; the University dormitories provide thoroughly comfortable and wholesome living conditions at a minimum cost, while all charges made by the University have been kept low. Incidental expenses naturally depend upon the tastes and habits of the individual. The following table gives the necessary college expenses for one year:

	Low	*Moderate*	*Liberal*
Tuition	$200.00	$200.00	$200.00
Matriculation	50.00	50.00	50.00
Room Rent	60.00	100.00	150.00
Board	225.00	225.00	225.00
Laundry	20.00	25.00	30.00
Books	22.50	30.00	45.00
Library Fee	10.00	10.00	10.00
Athletic Fee	10.00	10.00	10.00
Damage Fee	1.00	1.00	1.00
Medical Fee	10.00	10.00	10.00
Total	$608.50	$661.00	$731.00

BULLETIN
OF
DUKE UNIVERSITY

VOL. 7 FEBRUARY, 1935 No. 2

THE SUMMER SCHOOL



1935

FIRST TERM: JUNE 7 - JULY 18

SECOND TERM: JUNE 28 - AUGUST 8

THIRD TERM: JULY 20 - AUGUST 30

ANNOUNCEMENT

JUNALUSKA SUMMER SCHOOL, INC.
(AFFILIATED WITH DUKE UNIVERSITY)

AND

JUNALUSKA SCHOOL OF RELIGION
LAKE JUNALUSKA, N. C.

PUBLISHED BY DUKE UNIVERSITY
IN JANUARY, FEBRUARY, MARCH, APRIL, MAY, AND JUNE
ENTERED AS SECOND CLASS MATTER MARCH 25, 1929, AT THE POST OFFICE
AT DURHAM, N. C., UNDER THE ACT OF AUGUST 24, 1912

ANNUAL CATALOGUES AND BULLETINS

For General Bulletin of Duke University, apply to *The Secretary,* Duke University, Durham, N. C.

For Bulletin of Undergraduate Instruction, apply to *The Secretary,* Duke University, Durham, N. C.

For Bulletin of The Graduate School of Arts and Sciences, apply to *The Dean of the Graduate School,* Duke University, Durham, N. C.

For Bulletin of The Departments of Engineering, apply to *The Secretary,* Duke University, Durham, N. C.

For Bulletin of The School of Law, apply to *The Dean of the School of Law,* Duke University, Durham, N. C.

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For Bulletin of The Summer Schools, apply to *The Director of the Summer Schools,* Duke University, Durham, N. C.

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BULLETIN

OF

DUKE UNIVERSITY

SUMMER SCHOOL ANNOUNCEMENT

1935

First Term: June 7-July 18
Second Term: June 28-August 8
Third Term: July 20-August 30

ANNOUNCEMENT

Junaluska Summer School, Inc.
(affiliated with duke university)
AND
Junaluska School of Religion
Lake Junaluska, N. C.

DURHAM, NORTH CAROLINA
1935

SUMMER SCHOOL ANNOUNCEMENT

ADMINISTRATIVE OFFICERS

WILLIAM PRESTON FEW, A.B., A.M., Ph.D., LL.D.,
President of Duke University

ROBERT LEE FLOWERS, A.M., LL.D.,
Vice-President of Duke University and Member of the Faculty Committee on the Summer School

WILLIAM HANE WANNAMAKER, A.B., A.M., Litt.D.,
Vice-President of Duke University and Member of the Faculty Committee on the Summer School

HOLLAND HOLTON, A.B., J.D.,
Director of the Summer School and Chairman of the Faculty Committee on the Summer School

WILLIAM KENNETH BOYD, A.B., A.M., Ph.D.,
Member of the Faculty Committee on the Summer School

ARTHUR MARCUS PROCTOR, A.B., A.M., Ph.D.,
Associate Director of the Summer School

WILLIAM HENRY GLASSON, Ph.B., Ph.D.,
Dean of the Graduate School of Arts and Sciences

ALICE MARY BALDWIN, A.B., A.M., Ph.D.,
Dean of the Woman's College

WALTER KIRKLAND GREENE, A.B., A.M., Ph.D.,
Dean of Undergraduate Instruction

ROBERT STANLEY RANKIN, A.B., A.M., Ph.D.,
Assistant Dean of the Graduate School

MARY GRACE WILSON, A.B.,
Social Director and Acting Dean of Women

GRACE LAWRENCE,
(Dean, Salem College),
Social Director and Acting Dean of Women (Third Term)

FLORA MARIE MEREDITH, A.B.,
(Assistant Dean, Woman's College of the University of North Carolina).
Acting Dean of Women (Second Term)

FACULTY

ANDERSON, ANDREW RUNNI; A.B., University of Wisconsin; Ph.D., Harvard; LATIN (Duke University).

BIRD, HAROLD CRUSIUS; Ph.B., C.E., Yale; CIVIL ENGINEERING (Duke University).

BLOMQUIST, HUGO LEANDER; B.S., University of Chicago; Pasteur Institute, 1919; Ph.D., University of Chicago; BOTANY (Duke University).

BOYD, WILLIAM KENNETH; A.B., A.M., Duke; Ph.D., Columbia; HISTORY (Duke University).

CANNON, JAMES, III; A.B., Duke; A.M., Princeton; Th.B., Th.M., Princeton Theological Seminary; Edinburgh, 1919; Garrett, 1924; RELIGION (Duke University).

CARR, JOHN WINDER, JR.; A.B., Duke; A.M., Ph.D., Columbia; EDUCATION (Duke University).

COWPER, FREDERICK AUGUSTUS GRANT; A.B., A.M., Trinity (Conn.); University of Strassburg, 1906-1907; University of Geneva, 1907-1908; Ph.D., University of Chicago; FRENCH (Duke University).

CUNNINGHAM, BERT; B.S., M.S., Illinois Wesleyan; A.M., Duke; Ph.D., University of Wisconsin; ZOÖLOGY (Duke University)

ELLIOTT, WILLIAM WHITFIELD; B.A., Hampden-Sidney; M.A., University of Kentucky; Ph.D., Cornell; MATHEMATICS (Duke University).

GILBERT, ALLAN H.; B.A., Cornell; A.M., Yale; Ph.D., Cornell; ENGLISH (Duke University).

GREENE, WALTER KIRKLAND; A.B., Wofford; A.M., Vanderbilt; A.M., Ph.D., Harvard; ENGLISH (Duke University).

HALL, WILLIAM HOLLAND; A.B., A.M., Duke; B.C.E., University of Michigan; M.S.C.E., University of Wisconsin; ENGINEERING (Duke University).

HAMILTON, EARL JEFFERSON; B.S., Mississippi State College; A.M., Ph.D., Harvard; ECONOMICS (Duke University).

HOLTON, HOLLAND, A.B., Duke; J.D., University of Chicago; University of Chicago, 1926-27; EDUCATION (Duke University).

JENSEN, HOWARD EIKENBERRY; A.B., University of Kansas; B.D., Ph.D., University of Chicago; SOCIOLOGY (Duke University).

JORDAN, BRADY RIMBEY; Litt.B., Princeton; Ph.D., University of Wisconsin; FRENCH (Duke University).

KRUMMEL, CHARLES ALBERT; Ph.B., Central Wesleyan College; Ph.M., Syracuse University; Ph.D., University of Wisconsin; University of Marburg, 1910; GERMAN (Duke University).

LUNDEBERG, OLAV K.; A.B., St. Olaf College; A.M., Ph.D., University of Minnesota; Université de Montpellier, 1918; Centro de Estudios Históricos, Madrid, 1929; SPANISH (Duke University).

MITCHELL, FRANK KIRBY; A.B., Millsaps; A.M., Michigan; Oriel College, Oxford, 1921-24; ENGLISH (Duke University).

ORMOND, JESSE MARVIN; A.B., Duke; B.D., Vanderbilt; RELIGION (Duke University).

PROCTOR, ARTHUR MARCUS; A.B., Duke; A.M., Ph.D., Columbia; EDUCATION (Duke University).

RANKIN, ROBERT STANLEY; A.B., Tusculum College; A.M., Ph.D., Princeton; POLITICAL SCIENCE (Duke University).

RANKIN, WILLIAM WALTER; B.E., North Carolina State College of Agriculture and Engineering; A.M., University of North Carolina; Harvard, 1914-15; Columbia, 1919-21; MATHEMATICS (Duke University).

ROSBOROUGH, RUSKIN RAYMOND; A.M., Ph.D., University of Pennsylvania; Docteur en Philologie Classique, Université de Louvain; LATIN (Duke University).

SHRYOCK, RICHARD HARRISON; B.S.Ed., Ph.D., University of Pennsylvania; HISTORY (Duke University).

SMITH, HILRIE SHELTON; A.B., Elon College; Ph.D., Yale University; D.D., Defiance College; RELIGIOUS EDUCATION (Duke University).

WILSON, ROBERT NORTH; A.B., Haverford; M.S., University of Florida; Harvard, 1905-06; University of Illinois, 1923-24; Yale, 1931-32; CHEMISTRY (Duke University).

WILSON, ROBERT RENBERT; A.B., Austin College; A.M., Princeton; Ph.D., Harvard; POLITICAL SCIENCE (Duke University).

ADAMS, DONALD KEITH; A.B., Pennsylvania State; A.M., Harvard; Ph.D., Yale; PSYCHOLOGY (Duke University).

ADDOMS, RUTH MARGERY; A.B., A.M., Wellesley; Ph.D., University of Wisconsin; BOTANY (Duke University).

BAUGH, ALBERT CROLL; A.B., A.M., Ph.D., University of Pennsylvania; ENGLISH (University of Pennsylvania).

BOND, RICHMOND P.; A.B., Vanderbilt; A.M., Ph.D., Harvard; ENGLISH (University of North Carolina).

CALLCOTT, WILFRID HARDY; A.B., Southwestern; M.A., Ph.D., Columbia; HISTORY (University of South Carolina).

DALE, JULIA; A.B., Transylvania College; A.M., University of Missouri; Ph.D., Cornell; MATHEMATICS (Duke University).

DOUGLAS, OSCAR BERRY; A.B., Texas Christian University; A.M., University of Texas; Ph.D., University of Chicago; EDUCATION (University of Texas).

EASLEY, HOWARD; A.B., Union University, Tenn.; A.M., Ph.D., George Peabody College; EDUCATION (Duke Univ rsity).

EELLS, HASTINGS; A.B., Clark; A.M., Ph.D., Yale; Brussels, 1921-22; Ghent, 1928-29; HISTORY (Ohio Wesleyan University).

FRISWOLD, INGOLF OLIVER; B.S., A.M., Ph.D., University of Minnesota; EDUCATION (University of Minnesota).

GARDINER, ANN HENSHAW, R.N.; Grad. Shepherd Normal School (W. Virginia); B.S., Columbia; University of Washington Medical School of Hygiene, 1924-25; M.S., Kansas State College; HYGIENE (Duke University).

GRAY, CLARENCE TRUMAN; A.B., Indiana University; A.M., Ph.D., University of Chicago; EDUCATION (University of Texas).

GRAY, IRVING EMERY; B.S., Massachusetts State College; M.S., Ph.D., University of Wisconsin; ZOÖLOGY (Duke University).

HARRISON, CHARLES TRAWICK; A.B., University of Alabama; A.M., Ph.D., Harvard; ENGLISH (College of William and Mary).

HILLMAN, JAMES E.; B.Ped., Berea College; B.S., A.M., Ph.D., George Peabody College; EDUCATION (Director, Division of Curriculum Construction, North Carolina Department of Public Instruction).

HOPKINS, DWIGHT LUCIAN; B.S., M.S., University of Virginia; Ph.D., Johns Hopkins; ZOÖLOGY (Duke University).

HURLEY, LEONARD BURWELL; A.B., A.M., Duke; University of Chicago; Ph.D., University of North Carolina; ENGLISH (Woman's College of University of North Carolina).

JORDAN, ARCHIBALD CURRIE; A.B., Duke; A.M., Columbia; Columbia, 1924-25; ENGLISH (Duke University).

LANDON, CHARLES E.; A.B., A.M., University of Kansas; Ph.D., University of Illinois; GEOGRAPHY (Duke University).

LEISY, ERNEST E.; A.B., University of Kansas; A.M., University of Chicago; Ph.D., University of Illinois; ENGLISH (Southern Methodist University).

MARBERRY, JAMES OSCAR; A.B., Ewing College; A.M., Ph.D., University of Wisconsin; EDUCATION (University of Texas).

MILES, EDWARD ROY CECIL; B.S., Georgia School of Technology; A.M., Harvard; Ph.D., Rice Institute; MATHEMATICS (Duke University).

MITCHELL, NICHOLAS PENDLETON, JR.; A.B., A.M., University of Texas; Ph.D., Duke; POLITICAL SCIENCE (University of Richmond).

MORGAN, WILLIAM THOMAS; Ph.B., Ohio University; A.M., Harvard; Ph.D., Yale; HISTORY (University of Indiana).

PATTERSON, CALEB PERRY; A.B., A.M., Vanderbilt; A.M., Harvard; LL.B., Memphis; LL.B., University of Texas; Ph.D., Columbia; POLITICAL SCIENCE (University of Texas).

PATTERSON, KARL BACHMAN; A.B., Roanoke College; A.M., Princeton; Johns Hopkins University, 1908-09; University of Pennsylvania, 1909-11; MATHEMATICS (Duke University).

PATTON, LEWIS; A.B., Furman; Yale, 1923-26; ENGLISH (Duke University).

ROBERTS, JOHN HENDERSON; A.B., Ph.D., University of Texas; National Research Fellow, University of Pennsylvania, 1929-30; MATHEMATICS (Duke University).

SCATES, DOUGLAS EDGAR; A.B., Whitworth; Ph.D., University of Chicago; EDUCATION (Director of Research and Statistics; Cincinnati Public Schools).

SCHUTTE, TENJES HENRY; A.B., A.M., University of Illinois; Ph.D., University of Chicago; EDUCATION (Huntingdon College).

SCOTT, KARL MYRON; A.B., University of Arkansas; A.M., University of Iowa; Ph.D., University of Illinois; ECONOMICS (Duke (University).

SHIELDS, JOHN HERMAN; A.B., A.M., University of Texas; Columbia University, 1924-26; ACCOUNTING (Duke University).

SLAY, RONALD JAMES; B.S., University of Mississippi; A.M., Ph.D., Columbia University; TEACHING OF SCIENCE (East Carolina Teachers College).

SMITHEY, WILLIAM ROYALL; A.B., A.M., Randolph-Macon College; Ph.D., University of Wisconsin; EDUCATION (University of Virginia).

SYDNOR, CHARLES SACKETT; A.B., Hampden-Sydney College; Ph.D., Johns Hopkins University; HISTORY (University of Mississippi).

STRETCH, LORENA BYRD; A.B., A.M., Baylor University; Ph.D., George Peabody College; EDUCATION (Baylor University).

WALTON, LORING BAKER; A.B., Princeton; Lic. ès L., Harvard; Sorbonne, 1922-24; FRENCH (Duke University).

WEDEL, OSWALD HENRY; B.A., University of Arizona; M.A., Ph.D., Stanford University; HISTORY (University of Arizona).

WILSON, FREDERICK ELIPHAZ; A.B., Oberlin; A.M., Columbia; Leipzig, 1916-17; Harvard, 1922-23; GERMAN (Duke University).

ZENER, KARL EDWARD; Ph.B., University of Chicago; A.M., Ph.D., Harvard; National Research Fellow in Psychology, University of Berlin, 1926-27; PSYCHOLOGY (Duke University).

ANDERSON, CHARLES ROBERTS; A.B., A.M., University of Georgia; Duke, 1932-35; ENGLISH (Duke University).

BLACK, MARTIN LEE, JR.; A.B., Duke; Northwestern; C.P.A., Illinois and North Carolina; ACCOUNTING (Duke University).

BRIDGERS, FURMAN ANDERSON; A.B., Duke; A.M., University of Chicago; University of Chicago, 1928-29, 1933; FRENCH (Duke University).

CURTIS, KADER RANDOLPH; A.B., Wake Forest; M.Ed., Duke; EDUCATION (Superintendent of Wilson County and City Schools).

DAVIS, GIFFORD; A.B., Bowdoin College; A.M., Ph.D., Harvard; SPANISH (Duke University).

DRESSEL, FRANCIS GEORGE; B.S., Michigan State College; M.S., University of Michigan; Ph.D., Duke; MATHEMATICS (Duke University).

ENGLISH, MILDRED; B.S., A.M., George Peabody College; Columbia, 1930-31, 1934-35; EDUCATION (Assistant Superintendent, Raleigh City Schools).

GODARD, JAMES McFATE; A.B., Park; A.M., Duke; Duke, 1930-31, 1932-35; EDUCATION (Duke University).

HALL, LOUISE; B.A., Wellesley; S.B., in Architecture, Massachusetts Institute of Technology; Brevet d'Art de la Sorbonne; FINE ARTS (Duke University).

HAUSER, CHARLES ROY; B.S., M.S., University of Florida; Ph.D., University of Iowa; CHEMISTRY (Duke University).

HERRING, HERBERT JAMES; A.B., Duke; A.M., Columbia; PUBLIC SPEAKING (Duke University).

HILL, DOUGLAS; A.B., Yale; M.A., Ph.D., Princeton; CHEMISTRY (Duke University).

HOBAN, CHARLES FRANCIS, JR.; A.B., Dickinson; A.M., Duke; Duke, 1933-35; EDUCATION (Duke University).

KRAMER, PAUL JACKSON; A.B., Miami (Ohio); M.S., Ph.D., Ohio State; BOTANY (Duke University).

LANNING, JOHN TATE; A.B., Duke; A.M., University of California; University of London, 1926-27; Ph.D., University of California; HISTORY (Duke University).

LEMERT, BEN FRANKLIN; B.S.E., M.S., Ohio State University; Ph.D., Columbia University; GEOGRAPHY (Duke University).

LONGSTREET, RUBERT JAMES; B.S., LL.B., Stetson University; A.M., Duke; Duke, 1931-32; EDUCATION (Superintendent of Daytona Beach Public Schools, Peninsula District).

MABRY, WILLIAM ALEXANDER; A.B., A.M., Duke; A.M., Harvard; Ph.D., Duke; HISTORY (Duke University).

MANCHESTER, ALAN KREBS; A.B., Vanderbilt University; A.M., Columbia; Ph.D., Duke; HISTORY (Duke University).

MAXWELL, WILLIAM CARY; A.B., A.M., Duke; Ph.D., University of Heidelberg; GERMAN (Duke University).

MICHAELS, MATILDA OSBORNE; A.B., Duke; A.M., Columbia; ELEMENTARY EDUCATION (Supervisor Durham County Schools).

PORTER, ESTELLE RAWL; A.B., Winthrop; Smith College, 1922-23; University of Chicago, 1926-27; ELEMENTARY EDUCATION (Charlotte City Schools).

PULLIAS, EARL VIVON; A.B., Cumberland University; A.M., University of Chicago; Duke, 1931-35; EDUCATION (Duke University).

RAYMOND, MARY LOIS; B.A., Mount Holyoke College; M.A., Radcliffe College; University of Wisconsin, 1919-20; University of Madrid and University of Paris, 1921-22; FRENCH (Duke University).

SAYLOR, JOHN HENRY; A.B., Southern Methodist University; A.M., Ph.D., Duke; CHEMISTRY (Duke University).

SMITH, ROBERT SIDNEY; A.B., M.A., Amherst; Ph.D., Duke; ECONOMICS (Duke University).

SUGDEN, HERBERT WILFRID; A.B., Harvard; A.M., Ph.D., Duke; ENGLISH (Duke University).

WARD, CHARLES EUGENE; A.B., Baker University; A.M., Ph.D., Duke; ENGLISH (Duke University).

WEST, ALFRED THURBER; B.S., Alabama Polytechnic Institute; A.M., University of Alabama; Teacher's Certificate from American Academy of Dramatic Art; ENGLISH (Duke University).

ALSTON, AUGUSTA MICHAELS; A.B., Duke; DRAWING (Durham City Schools).

BOOKHOUT, CAZLYN GREEN; A.B., St. Stephens College; A.M., Syracuse; Ph.D., Duke; ASSISTANT IN ZOÖLOGY (Elon College).

HENDRIXSON, PHILIP; A.B., Grinnell; Duke, 1934-35; ASSISTANT IN CHEMISTRY (Duke University).

JACOKES, JAMES WARNER, JR.; B.S., Union University; Duke, 1933-35; ASSISTANT IN CHEMISTRY (Duke University).

JORDAN, THOMAS EARL; B.S., Atlantic University; M.S., University of Richmond; Duke, 1934-35; ASSISTANT IN CHEMISTRY (Duke University).

MASON, MARY LOCHER; Diploma in Fine Arts, Teachers College, Columbia; DRAWING (Durham City Schools).

REED, JOHN FREDERICK; A.B., Dartmouth College; Duke, 1933-35; ASSISTANT IN BOTANY (Duke University).

RINTELEN, JOSEPH CHARLES, JR.; B.S., Brooklyn Polytechnic Institute; M.S., Cornell; Duke, 1933-35; ASSISTANT IN CHEMISTRY (Duke University).

TWADDELL, VERA CARR; A.B., Duke; MUSIC (Supervisor of Music, Durham County Schools).

WAITE, ALEXANDER; A.B., University of South Carolina; M.Ed., Duke; DIRECTOR OF RECREATION PROGRAM (Duke University).

WYCHE, ALMA; A.B., Duke; Wellesley, 1934-35; PHYSICAL EDUCATION (Duke University).

DUKE UNIVERSITY SUMMER SCHOOL

Duke University, located at Durham, North Carolina, comprises Trinity College, the Woman's College, the Graduate School of Arts and Sciences, the Schools of Religion, Law, Medicine, and Nursing, and the Departments of Education and Engineering. Forty-one states of the Union and several nations are represented in the student body of more than 3,200, not including the enrollment in the Summer Schools. The latter was 1,682 in 1934.

The University goes back in its origin to 1835, when Union Institute was founded in Randolph County by the Methodists and Friends. In 1851 the institution became Normal College, being one of the first institutions in America for the training of teachers. In 1859 the name was changed to Trinity College and so continued until 1924, when the college became a part of Duke University. The expansion resulted from a provision in an indenture of trust, executed December 11, 1924, by James Buchanan Duke, by virtue of which a fortune was placed by him at the disposal of humanity through provisions for hospitalization, church work in the rural districts, and education, the principal feature of the latter being the provision for Duke University.

RAPID GROWTH OF THE SUMMER SCHOOL

Trinity College, which in 1925 expanded into Duke University, conducted its first summer school in 1919. The growth of the school has been not only rapid but steady since that time. In 1919 there were enrolled eighty-eight students of college grade, of whom sixty-five were teachers. In the summer of 1934 there was a total of 1,987 registration in Duke University and affiliated schools. Of these, 1,050 students enrolled in the first term of Duke University Summer School, 281 the second term, and 528 the third term; 128 were enrolled in the Junaluska Summer School, Inc., and Junaluska School of Religion at Lake Junaluska; and 121 were enrolled in the Medical School and the School of Nursing. Deducting from the total

number of registrations those who registered for two terms, there were 1,682 students enrolled for either six or twelve weeks in the summer of 1934.

A noteworthy feature of the 1934 enrollment was the large number of graduate students, of whom there were 543 the first term, 119 the second, and 302 the third, admitted on the basis of bachelor's degrees from 218 different colleges and universities. The total enrollment for the summer was drawn from thirty-three states and four foreign countries, the larger enrollments being from North Carolina, Pennsylvania, West Virginia, Georgia, Florida, South Carolina, Virginia, Mississippi, Tennessee, New York, Maryland, Alabama, New Jersey, Ohio, and Texas in the order named. Public school teachers from twenty-five states were included in the total.

CAMPUS AND BUILDINGS

The new campus, consisting of approximately 5,100 acres, also known as the West Campus, will be used for the summer of 1935. Dormitories, laboratories, classroom buildings, auditorium, administration building, and the buildings of the professional schools are all conveniently grouped around the quadrangle dominated by the great Gothic chapel. On one corner immediately beyond the chapel is the main library, the largest in the Southeast. Opposite the library is the Union, center of student activities, one of the most complete buildings of its kind to be found in American institutions. In it are housed practically all the facilities needed in the general day-by-day round of student life, including a large social lobby, reading-room, information office, alumni and news service headquarters, four dining-rooms, reception rooms, headquarters for various student organizations, the government post office, the university store, a complete haberdashery, and a barber shop.

CALENDAR AND REGISTRATION: THREE TERMS

In 1935, for the second time, the summer school will operate a midsummer term, making it possible for students to enter June 7, June 28, or July 20. This arrangement should prove to be of especial advantage to teachers in public schools that do not close until after the first of June, and to college students who desire a brief vacation before beginning their sum-

mer work. The first term of summer school will close July 18, the second term August 8, and the third term August 30. Students desiring to work for twelve weeks should enroll for the first and third terms. All Mondays except June 17, July 1, and July 22 are holidays. July 4 will be observed as Independence Day.

For the first term, Thursday, June 6, is registration day. Students should be present at 9 A.M. and 2 P.M. to submit their credentials for admission, to select their courses, and to make arrangements concerning board and lodging. Students arriving after 5 P.M., Thursday, will register Friday, June 7, 8:30 A.M., or 2 P.M.* Regular classes will meet at 7:50, Friday morning, and recitation work will begin at once according to schedule.

For the second term, Thursday, June 27, is registration day, and classes will begin Friday, June 28. For the third term, Friday, July 19, is registration day, and classes will begin Saturday, July 20, according to schedule.

ADMISSION

Applicants for admission must have completed a high school course. As evidence of this, a teacher's certificate of grade as high as North Carolina elementary will be accepted from teachers with two or more years of experience. Certificates and other credentials must be submitted to the Committee on the Summer School at the time of registration. Students who wish to enroll for graduate credit should submit their credits from other institutions to Dr. William H. Glasson, Dean of the Graduate School, before registration, preferably by mail. Undergraduate students should apply to the Director of the Summer School for special blank to be signed by the dean of the college to which they desire their credits sent, certifying approval of the courses for which application is made. The Summer School reserves the right to reject any application or to cancel any registration without assignment of reason.

* N.B.—Students who register late are marked absent for all classes held prior to their registration. Late registration very seriously affects credits that may be obtained.

CREDITS

Professional credits towards teachers' certificates are granted by the various state boards of education each in accordance with its own carefully planned rules. Teachers should consult the rules laid down by their State Board of Education before enrolling for certification credit. Any student, however, whose work is of such quality as to deny him credit toward a degree, fails to receive "professional" credit.

College credits are offered as follows: A course of five hours a week for six weeks counts for two semester-hours of credit, a course of seven and one-half hours a week for six weeks counts for three semester-hours of credit, and a course of ten hours a week for six weeks counts for four semester-hours of credit in Duke University. No student is allowed to take more than fifteen hours of work a week without the consent of the Director and of the instructor in whose department the student expects to do his major work.* Except in the case of elementary laboratory science, in which eight semester-hours may be completed in seven weeks, the University will not accept credit beyond six semester-hours earned in one term toward the bachelor's degree. Graduate students are not under any circumstances permitted to enroll for more than six semester-hours in a summer school of six weeks. They forfeit graduate credit by undertaking more than six semester-hours of work, even though part of the work may carry undergraduate credit only. A student of senior standing, however, may elect as many as eight semester-hours of such elementary-skill work as drawing, public school music, and the like, that do not carry college credit, or courses primarily for freshmen and sophomores, and obtain such professional credit as his State Department of Education will allow, not to exceed the maximum eight stated.

The nature of the credit allowed for each course is indicated by the number of the course. Courses numbered 1-49 are primarily for freshmen, or freshmen and sophomores; courses numbered 50-99 are ordinarily for sophomores, or sophomores and juniors; courses numbered 100-199 are for juniors and seniors; courses numbered from 200-299 are for seniors and graduates; and courses numbered from 300 up are for graduate

* No student liable to suspension from the University under its rules regarding failure is permitted to enroll in summer school.

students only and are of very limited enrollment. Courses numbered from 200 up are limited in enrollment to twenty-five students.

Students registered for graduate courses in the Summer School, who desire to have their work credited toward the master's degree, should also register in the office of the Dean of the Graduate School during the first week of each summer term.

EXAMINATIONS

The last two days of each term of six weeks are devoted to examinations. The University has no provisions for giving examinations *in absentia,* but students absent from examination for valid reason are permitted a liberal extension of time in which to return to the University for completion of credit.

The early opening of schools in which many summer school students happen to teach, sometimes necessitates the return home of students before the end of the second term of summer school. The provision made for such students is as follows: Any student whose record is superior in a given course may with the consent of his instructor and the approval of the Director of the Summer School obtain a special examination not earlier than the fourth day before the regularly scheduled examination. If he takes such examination, the total credit in each course is reduced by one-sixth; in other words, the student is interpreted as having completed five weeks of summer school and his maximum allowable credit, therefore, is five semester-hours.

GRADUATE INSTRUCTION

Students who have received a bachelor's degree for a four years' undergraduate course from a college of sufficiently high standing may be admitted to take courses in the Graduate School of Arts and Sciences of Duke University. The department concerned will determine whether a student is prepared to take any particular course. *Admission to graduate courses does not necessarily imply admission to candidacy for a degree.* A candidate for admission as a graduate student should present satisfactory evidence that he has received a bachelor's degree from a college or university which is a member of the Southern Association of Colleges and Secondary Schools or of one of the similar associations in other sections of the country (provided that the degree must have been conferred after the admission of the college or university to membership in said association); or from a North Carolina college whose bachelor of

arts' or other bachelor's degree is accepted by the State Department of Education as the basis for issuing the high school or primary certificate of Class A. A degree from an institution outside of the State of North Carolina, not provided for above, may be accepted when an investigation in the individual case shows that qualifications are satisfactory.

ADVANCED DEGREES

The degrees offered in the Graduate School of Arts and Sciences are master of arts (A.M.), master of education (M.Ed.), and doctor of philosophy (Ph.D.). Some departments of the University are now prepared to give a full program of work leading to the degree of doctor of philosophy; other departments are gradually enlarging the scope of their instruction.

ADMISSION TO CANDIDACY FOR A DEGREE

A graduate student who desires to be accepted as a candidate for a degree should file with the Dean of the Graduate School an official transcript of the record of his undergraduate work and also of any graduate courses he may have completed. He should also confer with the head, or chairman, of the department in which he desires to take his major work. Applications for admission to candidacy for the degree of master of arts or master of education should be made at the beginning of the first year of graduate work, and for the degree of doctor of philosophy at the beginning of the second year of graduate work. Before receiving recognition as a candidate for a degree, the student must satisfy both the general requirements of the Graduate School and the special requirements of the department in which he is taking his major work.

THE DEGREE OF MASTER OF ARTS

Candidates for the degree of master of arts are required to have a reading knowledge of two foreign languages, evidenced by examination or by credit obtained for at least six semester-hours of college work in each. If this requirement has not been satisfied before admission to candidacy for the degree, the required foreign language work must be completed before the degree is conferred and will not be counted for credit toward the degree. The two foreign languages offered must be acceptable to the department in which the candidate is taking his major work.

To obtain the degree of master of arts a candidate must complete satisfactorily twenty-four semester-hours of graduate courses and a thesis. The credit for the thesis is six semester-hours. Each candidate for the degree must select a major subject in which the minimum requirement is twelve semester-hours and the thesis. [Before selecting his major in a department, a student must have completd a minimum of twelve semester-hours of approved *preliminary* courses in that department and twelve additional semester-hours either in that department or in related work.] A candidate must take six semester-hours of graduate work in a minor subject approved by the major department, and the

remaining six semester-hours in the major or minor subjects or in a department approved by the major department and by the Graduate Council. No undergraduate course may be credited toward the degree of master of arts.

MINIMUM RESIDENCE REQUIREMENTS

The minimum residence requirement of candidates for the master's degree is one academic year. Often a longer period of residence will prove necessary. In the case of graduate students who take all the work for the master's degree in the Summer School, the minimum residence requirement is five summer terms of six weeks each.

DEGREE OF MASTER OF EDUCATION

The degree of master of education is granted to teachers, or others engaged in educational service, upon completion of the prescribed program of study. Candidates for the degree must have had two years of practical experience in teaching when the degree is conferred. This experience may be obtained in the two years immediately prior to entering upon candidacy for the degree, or it may be obtained concurrently with the period of study for the degree.

A preliminary requirement for admission to candidacy for this degree is the completion of a minimum of twelve semester-hours of approved undergraduate work in education, including work in educational psychology and work in either history of education, educational sociology, or school administration.

The requirements for the degree of master of education are twenty-four semester-hours of graduate courses and a thesis. Candidates must take a minimum of twelve semester-hours of work and write a thesis in the Department of Education. At least six semester-hours must be taken in some department other than the Department of Education. Students who are preparing to teach secondary school subjects are advised strongly to take twelve semester-hours of graduate work in the subjects they intend to teach. In such cases the thesis may be prepared under the joint supervision of a department in which the student intends to teach and the Department of Education.

The residence requirements for the degree of master of education are the same as those for the degree of master of arts.

THESIS FOR THE MASTER'S DEGREE

The title of the thesis required in partial fulfilment of the requirements for the degree of master of arts or master of education must be approved by the department or departments concerned and filed with the Dean of the Graduate School on or before November 1 of the academic year in which it is expected that the degree will be conferred.

Four bound typewritten copies of each thesis must be submitted to the Dean of the Graduate School in approved form on or before May 15 of the year in which the degree is conferred. The thesis is passed upon and accepted or rejected by an examining committee of three members

of the faculty. Each candidate is required to appear before the committee for an oral examination on the thesis.

SUMMER SCHOOL WORK FOR THE MASTER'S DEGREE

Graduate students may not receive more than six semester-hours of credit for work taken in one summer session of six weeks. The degree of master of arts or master of education can be earned in five such summer sessions by students who are well prepared for graduate work. All the work offered for the master's degree must be completed within a period of six years.

CREDIT TOWARD THE MASTER'S DEGREE FOR WORK DONE ELSEWHERE

No credit toward advanced degrees is given for university extension or correspondence courses.

Not more than six semester-hours of credit toward the master's degree may be given to graduates of Duke University or of other approved colleges or universities for acceptable graduate courses or research work completed elsewhere. Such credit will not shorten the minimum period of residence required at Duke University.

DEGREE OF DOCTOR OF PHILOSOPHY

A student who plans to enter upon a program of work leading to the degree of doctor of philosophy should consult, or enter into correspondence with, the Dean of the Graduate School and the head of the department concerned. He will then be advised as to the possibility of securing the necessary instruction and supervision of research in the desired field.

THESIS WRITING IN SUMMER SCHOOL

Since Duke University grants no master's degree except upon completion of a satisfactory thesis, every candidate for the master's degree who expects to complete his work in summer school should as soon as possible after completing his first term of residence choose a field in which he desires to write a thesis and confer with some instructor offering graduate courses in that field. The following points should be clearly in mind when arrangements are made for thesis supervision:

1. The subject of the thesis must be approved by the instructor who undertakes the supervision. The instructor's decision as to whether the topic is suitable, or the student is prepared to develop it, or the instructor prepared to supervise it, is final.

2. A student may enroll for six semester-hours of residence credit toward a thesis or for less, in one term of six weeks. If he enrolls for only three semester-hours he may enroll also for a course of three semester-hours, but he cannot enroll for a total of more than six semester-hours of credit, including residence toward his thesis. Completion of six

semester-hours of residence toward his thesis does not guarantee the satisfactory completion of the thesis, which must be acceptable to the instructor supervising it and to a committee representing the Council on Graduate Instruction.

3. A student may either enroll in a specifically designated "thesis" course or may, if his preparation meets the approval of the instructor in charge, attach himself to some regularly offered course in his field of study and report periodically to the instructor offering the course.

4. A student enrolling for thesis residence credit in regular course pays the same fees as other students during the summer of residence. At the time of graduation he pays the same diploma and commencement fees as other students and thesis supervision fee of twenty-five dollars.

5. Students enrolling for thesis supervision during the summer school are expected to complete their theses largely during the summer of enrollment or some subsequent summer term. The instructor with whom they enroll is not under obligation to give active supervision during the academic year, although instructors are willing to give a reasonable amount of attention to theses practically complete.

6. Students of the academic year who do not complete theses begun prior to summer school are not accepted for summer school enrollment unless their subjects are in the field of some thesis seminar or other course offered by an instructor who recommends that such students be assigned to his supervision during the summer. Instructors who are employed for full time by the summer school are specifically requested not to carry over into the summer thesis students whose subjects are not properly a part of work such instructors are offering in the summer school.

ROOMS AND BOARD

Board and room for a term of six weeks may be secured in the University dormitories at the rate of $47.00 per occupant with two in a room, or $54.00 if room alone is engaged. Separate dormitories will be reserved for graduate students and for undergraduates. There is no dormitory reserved for married students, and children are not under any circumstances admitted to the dormitories. Students desiring to bring children, or married students desiring rooms, should write the Director for a list of private rooming places where suitable accommodations may be obtained. Occupants of University rooms furnish their own bedclothes, pillows, and towels. All other essentials are supplied by the University.

One or more of the men's dormitories, and one or more of the women's dormitories, will be reserved exclusively for advanced students. In all dormitories substantially the same rules and regulations obtain as during the regular academic year; but

in the graduate dormitories all radios, graphophones, and other noise-making appliances are strictly forbidden.

All occupants of University dormitories are advised to board in the regular dining-room of the Union, on account of the opportunity to meet at meal-time with their fellow-students, and because of the fact that the greater number of students guarantees better board for all, board being furnished at cost. The service is cafeteria plate-service. Students in the dormitories who desire to board elsewhere than in the regular dining-room will pay room-rent at the rate of $12.50 with two in a room or $22.00 for room alone. Students rooming off the campus who desire board in the Union may obtain it for thirty-five cents per meal. There is, therefore, a saving of ten per cent on room and a larger saving on board offered those students who board in the regular dining-rooms. There is also a coffee shop in the Union at which *a la carte* service may be obtained by those who prefer it enough to pay the higher rates. There is no room discount to those boarding in the coffee shop, the sole purpose of the discount being to encourage volume of business in the regular dining-rooms and thereby obtain the best possible board for the large majority of students who take their meals there.

FEES

Teachers are not required to pay tuition fees. All other students are charged a tuition fee of $8.00 for each college credit hour, or $4.00 for each semester-hour, maximum tuition being $24.00 for six weeks, or $30.00 for courses running seven weeks. All students, teachers included, pay a registration fee of $17.50 per term. Students in the sciences pay the laboratory fees required in regular term work. Students who enroll for more than the normal schedule of work are charged an excess registration fee of $5.00.

Major expenses may be estimated as follows for each term:

Registration	$17.50
Room rent and board	47.00
Total major expenses to teachers	$64.50

To this total should be added the tuition fee of $24.00 charged students other than teachers in the public schools, about

$7.00 for books, and probably $3.00 for miscellaneous expenditures. All claims for exemption from tuition should be filed at the time of registration.

RESERVATION IN ADVANCE

Classes are of limited enrollment. All students should enroll promptly, for all applications, both for classes in which the applicant desires to enroll and for rooms, will be filed in the order in which they are received. Each application for a reservation should be accompanied by a check for $5.00 in part payment of the registration fee. This check reserves a room also if the student states a desire to room in one of the University buildings. Such reservation is designated a "general reservation" and simply guarantees place, subject to the right of the Summer School to cancel, in *graduate men's dormitory, graduate women's dormitory, undergraduate men's dormitory,* or *undergraduate women's dormitory;* and students making such reservation select the specific room they are to occupy after arrival. Students are not advised to reserve specific rooms in advance, but *(for the first term)* may do so by paying at the time reservation is made the regular charge of $12.50 for room with roommate, or $22.00 for room alone. A few single rooms are available at $17.00 for the six weeks. Students who pay the $12.50 room-rent in advance are allowed twenty-four hours after classes begin in which to select a roommate. No room may be reserved by more than two students, but adjoining rooms may be reserved by groups who desire to be together. *General reservation* may be made for any term, but *specific reservation* cannot be made for the midsummer term until June 15 nor for the last term until July 5. Students who enroll for the first term have priority in reserving their first-term rooms for the last term.

REDUCED RAILROAD FARES

Reduced railroad rates on the basis of one and one-third fare for the round trip have been authorized by the Southeastern Passenger Association from all stations in Alabama, North Carolina, South Carolina, Virginia, Georgia,* Florida, Kentucky, Mississippi, Tennessee, and Louisiana; also from

* Except stations on Apal. Nor., C. & W. C. Ry., and W. S. S. Ry

Washington, D. C. The reduced fares will be open to the public, and no identification certificate will be necessary. Address the Director of the Summer School for information.

Special fares on similar basis for the round trip *on the identification plan* have been authorized also from territories of the Central, Trunk Line, and New England Passenger Associations, briefly described as follows: East of and including Chicago and St. Louis north of the Ohio and Potomac rivers to the Atlantic seaboard, including the New England States; also from Louisville, Kentucky. Address the Director, as directed above, for final information.

APPOINTMENTS BUREAU

A teachers' appointments bureau is maintained for the benefit of teachers desiring a change of position. There is no charge for this service.

RELIGIOUS SERVICES

University religious services are held each Sunday morning at 11:00, to which all students are invited. A series of organ recitals are also given Sunday afternoon and at other times each week in the new cathedral-chapel.

RECREATION AND ENTERTAINMENT

At the time of registration every student receives a season ticket to all recreation and lecture programs. In addition to admission to special lectures, and other features of entertainment provided, this ticket entitles the student to use of the tennis courts and of the swimming pool. The swimming pool is open an hour and a half daily for various groups of students. There is also an evening play-hour sponsored by the Department of Physical Education.

Mr. Anton Brees, Carillonneur of the Mountain Lake Singing Tower, Lake Wales, Florida, will give recitals on the fifty-bell carillon of the University at stated times twice a week during the summer school.

The national honor society in Education, Kappa Delta Pi, maintains a weekly forum to which all students are invited.

COACHING SCHOOL

The athletic department of the University conducts a one-week coaching school for high school coaches July 15-20. Registration for the school is ten dollars. The courses will be offered by Coach Wallace Wade and his staff and will include football, basketball, track, and boxing.

SUMMER SCHOOL OPPORTUNITIES FOR UNDERGRADUATES

Since the summer school is an organic part of the University, students may enter in the summer instead of waiting until the autumn semester. Beginning students who elect to enter in the summer should make application and send their entrance credits just as if they intended to enter in September.

The work of any course for the summer is precisely the same as for any other part of the year, taught largely by the same instructors who teach in the academic year. The chief differences between summer work and work at other times is that in the summer only one course, e.g., freshman English, some one science, some one elementary foreign language, etc., is studied at one time; in other words, the student studies only one subject. Since the normal student completes only five subjects per year, the student who applies himself diligently may complete in twelve weeks of summer school two-fifths of a year's work.

AFFILIATED SUMMER SCHOOLS

The Junaluska Summer School, Inc., Lake Junaluska, N. C., is an independent school affiliated with Duke University. It has for the summer of 1935 been combined with Junaluska School of Religion and will offer undergraduate courses in field botany, economics, elementary education, English, philosophy, and religion. The only graduate work offered toward the A.M. degree will be in the field of botany, but the Junaluska School of Religion offers credits toward the B.D. degree. (For further information address Dr. Paul N. Garber, Director, Duke University, Durham, N. C., and see description of courses, pages 51 to 58, this bulletin.) Junaluska Summer School will begin its single term June 7 and close July 18, making it pos-

sible for a student attending Junaluska to transfer to Durham in time for the third term, July 20 to August 30.

SUMMER SCHOOL OPPORTUNITIES FOR GRADUATE STUDENTS

More than one-half of all the students in the summer school are graduates of standard colleges, and a majority of the graduate students are supervisory officials and teachers in the public schools. Departments of instruction, therefore, offering courses related to the common secondary school curriculum have built up regular sequences of graduate work continuing through a series of summer schools in which graduate students may enroll with reasonable assurance that sufficient work will be offered to enable a properly qualified student to complete Master's requirements easily within the period permitted by the University. Departments in which sufficient demand for graduate courses has developed to enable students to complete Master's degrees in the minimum time are economics and political science, education, English, French, history, mathematics, psychology, and zoölogy. Sufficient work is also offered during the summer in religion and sociology to make possible the completion of a Master's degree in those departments. It is intended to add complete sequences in other departments as rapidly as demand justifies. The Department of Religion offers work toward the B.D. degree, and students in that department can also obtain B.D. work in the affiliated summer school at Junaluska. In the Department of Educataion complete sequences of work for the Master's degrees are offered in the divisions of public school administration, secondary education, educational psychology, and elementary school education. This variety of offerings should cause students in this department to be especially careful to select a unified course.

In all departments a graduate student must select his minor subject to the approval of his major department. Under "Courses of Instruction," pages 28 to 50, this bulletin, specific regulations and suggestions of departments are given. It is important for all degree candidates to choose their courses according to some unified plan. Mere accumulation of more or less unrelated credits in various divisions of a department with a minor in some department only remotely related to the student's

major work will not be accepted as meeting requirements for a graduate degree. Students are advised to choose their first term's work along the line of their major interest and then each succeeding term exercise increasing care in advising with their major professor and the Dean of the Graduate School as to properly related work.

COURSES EMPHASIZING PUBLIC SCHOOL CURRICULUM RECONSTRUCTION OFFERED IN THE SUMMER OF 1935

Of special interest to North Carolina teachers, and of general interest to teachers elsewhere, will be the emphasis placed by the Summer School of 1935 upon problems of curriculum making and reconstruction in the elementary and secondary schools. Dr. James E. Hillman, for a number of years a division head in the North Carolina State Department of Public Instruction and for the past three summers on the Duke University Summer School staff, has been appointed to supervise a curriculum revision in the elementary and secondary schools of North Carolina. Seminars will be conducted the first term of summer school for graduate students interested in elementary education by both him and Dr. John W. Carr, Jr., of the Duke University faculty in Education. They will offer courses the first term of summer school dealing with problems of curriculum revision in the elementary schools, preference in enrollment being given to properly qualified graduate students who are teaching in North Carolina Public Schools; but graduate students from elsewhere will be welcome to visit the classes, participate in the discussion, and, in so far as facilities permit, enroll for credit. Dr. Carr's seminar will deal particularly with the language arts, emphasizing problems of reading and language; and related work courses will be offered by Miss Mildred English, for a number of years Assistant Superintendent of the Raleigh City Schools, and Miss Matilda O. Michaels, Supervisor of the Durham County Schools. Similar emphasis will be placed upon problems of arithmetic in the work conducted by Dr. Lorena B. Stretch, of Baylor University; and curriculum problems of elementary science will be treated by Dr. R. J. Slay, head of the Department of Science of East Carolina Teachers College. Dr. Slay will also offer a

course in the problems of teaching high school science; and Dr. T. H. Schutte, head of the Department of Education of Huntington College, will coöperate with the curriculum study program in history and social studies. In the midsummer term Professor W. W. Rankin, of the Duke faculty, will coöperate with the program in secondary school mathematics. For the midsummer term also the course "Curriculum Problems in Secondary Education" will be devoted entirely to an intensive study of problems in English, history, and the social studies in coöperation with the study being conducted by the North Carolina State Department. A number of undergraduate courses in Education, listed on pages 26 to 38 of this bulletin, will also be linked up with the curriculum study. Teachers in both elementary and secondary schools will have an unusual opportunity to participate in this important revision of the State curriculum.

Specimen Application Blank

DIRECTOR DUKE UNIVERSITY SUMMER SCHOOL
DUKE STATION
DURHAM, NORTH CAROLINA

Dear Sir:

Please make temporary reservation for me in the following courses described in your summer school announcement:

.....

.....

(Signed)
Mr., Mrs., Miss.....
Street .....
Post Office Address .....
Date .....

Be careful to give the following information:

Are you a teacher in the public schools?.....
Name of high school from which you were graduated.....
.....
Number of years completed in college.....
Are you a graduate?.....
Name and address of the school in which you are teaching.....
.....
.....
Do you wish room reserved?..... Alone?.....
In graduate dormitory?..... Undergraduate?.....
What term (first, second, or third)?.....

N.B. The graduate dormitories are not open to undergraduates under thirty years of age. All room reservations of graduate students are tentative until the student has been accepted by the Graduate School. Students who wish a special room reserved for the first term will remit full amount of room-rent; other students simply indicate whether they desire room in graduate or undergraduate dormitory. The summer school reserves the right to cancel room reservation or registration for courses without assignment of reason.

Note: Students who do not wish to submit transcripts of their previous college record, because desiring to transfer their summer school credits to some other institution, should answer the following:

Do you wish blank for statement from your college certifying your present class-standing and requesting transfer of your summer school record?

COURSES OF INSTRUCTION

EXPLANATIONS AND ABBREVIATIONS

Classes meet daily five times per week for six weeks unless otherwise indicated. Classes that meet for fifty-minute periods are indicated as carrying two semester-hours of credit. Classes meeting eighty-minute periods daily count for three semester-hours except where credits are stated otherwise. Courses are arranged alphabetically by departments. The course numbers are the same numbers used in describing courses in the regular term, with the letter "S" preceding; for example, Botany S1 would correspond to Botany 1 of the regular term.

The following abbreviations occur: the numeral *1* means that the course comes the first one-hour period daily, beginning at 8:15; *2,* the second one-hour period, beginning at 9:15; *3,* the third one-hour period, beginning at 10:45; *4,* the one-hour period beginning at 12:10. *A* means that the course comes the first eighty minutes daily, beginning at 7:50; *B* means that the course comes at the eighty-minute period beginning at 9:15; *C* means that the course meets an eighty-minute period beginning at 10:45; *D* indicates the period 12:10 to 1:30; *I* means that the course is offered the first term; *II,* that it is offered the second (or midsummer) term, beginning June 28; *III,* that it is offered the third term, beginning July 20; *I, III,* that the course is offered either term.

Periods 1, 2, 3, and 4 do not conflict; and periods A, B, C, and D do not conflict; but period A conflicts with 1, B with 2, C with 3, and D with 4. Terms I and III do not conflict; but term II conflicts with both I and III.

N.B.—Different State Departments of Education grant professional credit for various courses in accordance with their own carefully defined rules. Every student should inquire carefully at or before registration as to what professional credit is allowed for each course in his state.

THESIS COURSES FOR MASTER'S DEGREE CANDIDATES

It is important for every candidate for a Master's degree to plan for his thesis as soon as possible after he completes his first summer school. (See suggestions for planning theses, pages 18-19, this bulletin.) Special attention is called to Education S300, S322, and S393X, English S319 and S329, French S340, History S306X, S315, and S332, Latin S300X, Mathematics S301X, Political Science S308 and S328, and Zoölogy S353. A properly qualified student, however, may with the approval of the instructor and the head of his department attach himself to any graduate course for thesis supervision.

BIOLOGY

See courses listed under Botany and Zoölogy.

BOTANY

S1. General Botany.—An introduction to the structure and life processes of seed plants. *7:50-9:40, 11:00-12:50, and 3:00-5:00 daily, II (June 28 to July 22).* **4 s.h.**

MISS ADDOMS AND MR. REED

S2. General Botany.—A survey of the plant kingdom, an introduction to the identification of plants, and a brief study of the laws of heredity. *7:50-9:40, 11:00-12:50, and 3:00-5:00 daily, II, III (July 23 to August 15).* **4 s.h.** MR. KRAMER AND MR. REED

S50. Introductory Field Botany.—A course dealing with methods and practice in the identification of plants, especially in the field, including a survey of communities and growth forms. Prerequisite: Botany S1 or equivalent. *2:30-5:30 daily, I.* **3 s.h.** MR. BLOMQUIST

S213. Structure and Classification of Ferns.—Structure, development, and classification of pteridophytes, including fossil forms. Identification. Prerequisite: two years of botany. *C, I.* **3 s.h.** MR. BLOMQUIST

[Students in S213 should reserve afternoon hours for any necessary field work.]

CHEMISTRY

S1. General Inorganic Chemistry.—Lectures, recitations, and laboratory work on the elementary principles of chemistry and on the occurrence, preparation, properties, and uses of the elements and their compounds. It is desirable, though not required, that students taking this course shall have taken elementary physics either in high school or in college. *Lecture daily, 1; recitation daily, 11:40; laboratory hours to be arranged. I (June 7 to July 1).* **4 s.h.** MR. R. N. WILSON AND MR. HILL

S2. General Inorganic Chemistry.—Lectures, recitations, and laboratory work on the elementary principles of chemistry and on the occurrence, preparation, properties, and uses of the elements and their compounds. Prerequisite: Chemistry S1. *Lecture daily, 1; recitation daily, 11:40; laboratory hours to be arranged. I, II (July 2 to July 26).* **4 s.h.**

MR. R. N. WILSON AND MR. HILL

S61. Qualitative Analysis.—A study of the reactions of acids, bases, and salts in solution as applied to the qualitative analysis of mixtures of inorganic compounds of the more familiar elements. *Lecture or quiz daily, 10:15; laboratory daily, 2:30 to 5:30. I.* **4 s.h.**

MR. SAYLOR AND MR. RINTELEN

S70. Quantitative Analysis.—A number of representative quantitative analyses are carried out in the laboratory, and the underlying theory is taken up in the lectures. *Lecture or quiz daily, 10:15; laboratory daily, 2:30 to 5:30. III.* **4 s.h.** MR. SAYLOR AND MR. JACOKES

S151. Organic Chemistry.—An introduction to the study of the compounds of carbon. Both the aliphatic and the aromatic series will be dealt with, and the lectures illustrated by selected laboratory experiments. Courses 61 and 70 are prerequisites except in special cases. Six lectures and six recitations weekly, with four laboratory periods of three-hour equivalent. *Lecture, 1; recitation, 3; laboratory 2:00-5:00 Monday, Tuesday, Wednesday, Thursday, and Friday. I (June 7 to July 5).* **4 s.h.** MR. HAUSER AND MR. T. E. JORDAN

S152. Organic Chemistry.—A more detailed study is made of such subjects as steroisomerism, substitution in the benzene ring, diazo reactions, etc. Course S151 prerequisite. *Lectures, recitations, and laboratory as in S151. I, II (July 6 to August 2).* **4 s.h.**
MR. HAUSER AND MR. HENDRIXSON

ECONOMICS AND GEOGRAPHY

S51. Principles of Economics.—A short course in the essential principles of economic science. Students who complete this course satisfactorily may be admitted to Economics 103 and 105 during the college year 1935-36. *A, I.* **3 s.h.** MR. R. S. SMITH

S52. Principles of Economics.— (Neither S51 nor S52 will count as part of the minimum economics requirements for graduation until the equivalent of the other has been completed. Either, however, will count as elective credit.) *A, III.* **3 s.h.** MR. SCOTT

S57-S58. First-Year Accounting.—Elementary principles of single proprietorship, partnership, and corporation accounting. Supervised laboratory periods will be assigned. *A, B, D. I.* **6 s.h.** MR. SHIELDS

S115. Economic Geography: Teachers' Course.—A study of the interrelation of human activities and environmental elements. The discussion embraces location, maps and their interpretation, the major climatic regions, seasonal influences, weather, lands and their uses, soils and minerals, bodies of water, plants, animals, and the works of man as environmental factors. *B, I.* **3 s.h.** MR. LEMERT

S116. Economic Geography and Industrial Organization.—A study of the economic resources of the world: the products of the agricultural and manufacturing industries, trade routes and trade centers, the balance of trade and its relations to industrial development, the influence of geographic factors on the commercial policy of nations. Prerequisite: course S115 or Economics A. *B, III.* **3 s.h.** MR. LANDON

S118. Geography of Southern Industries.—A study of the agricultural, industrial, and commercial development, with special emphasis placed upon the development of manufacturing in the southern Appalachian Piedmont and the Coosa and Tennessee Valleys. This course is de-

signed to serve not only teachers, but all others interested in the development of this region. Prerequisite: Economics B, Economic Geography 115, or the consent of the instructor. *D, I.* **3 s.h.** MR. LEMERT

S119. Economic Geography of North America.—The purpose of this course is to ascertain how natural environment has influenced the location, activities, characteristics, and thinking upon social, political, and economic problems of the people of the various countries and parts of the North American continent. The material is organized on the basis of natural regions; and physical features as causal factors, as well as a description of what man does, are considered. (Not open to students who have had Economics A since 1930.) *C, III.* **3 s.h.** MR. LANDON

S171-S172. Second-Year Accounting.—Advanced accounting theory and practice applied to the managerial problems of valuation and operation in corporations, consolidations, mergers, and liquidations. Open to students who have completed Accounting 57-58. *A, B, D, III.* **6 s.h.**
MR. BLACK

(Not offered unless as many as twelve students enroll before May 1.)

S212. History of Economic Thought Since 1776.—*A, I.* **3 s.h.**
MR. HAMILTON

S239. Price Theory and History.—A theoretical study of the forces governing price behavior and an historical examination of the fluctuations, disparities, and trends of European and American prices, particularly in periods marked by acute monetary disorder or by rapid change in the stock of the precious metals. Special attention will be devoted to post-war inflation in France and Germany and to the world-wide collapse of prices after 1929. *C, I.* **3 s.h.** MR. HAMILTON

S254. Industrial Relations.—The evolution and present status of modern labor conditions and labor relations. Methods used by employers and by employers' associations in meeting their labor problems. The law as it deals with relations of employer and employee, including governmental intervention in labor disputes. Trends in present-day industrial government in this country and abroad. This course does not conflict with S254 offered in the summer of 1931. *C, III.* **3 s.h.**
MR. SCOTT

EDUCATION

Graduate courses in the department are grouped under the following subdivisions: Public School Administration, Secondary Education, Elementary School Education, and Educational Psychology. Every candidate for a Master's degree in the department should elect at least twelve semester-hours in the one of these fields in which he intends to write his thesis and the remainder of his work, including the six semester-hours in his minor, with the approval of the proper division adviser. Dr. Proctor is adviser to students in School Administration and in

Secondary Education. Dr. Carr is adviser in Elementary Education. Dr. Brownell and Dr. Easley advise in Educational Psychology.

PUBLIC SCHOOL ADMINISTRATION AND SUPERVISION (GRADUATE COURSES)

(Master's candidates in this division should elect their minor work in Economics and Political Science.)

S224. Current Problems in Public Education as Revealed Through School Surveys.—A study of recent developments in public education as revealed through school surveys and resulting from the survey movement. *B, III.* **3 s.h.** MR. MARBERRY

S232. Elementary School Supervision.—*C, III.* **3 s.h.** MR. MARBERRY

S233A. Pupil Personnel Problems and Procedure.—This course is intended to outline for administrators and teachers the need for consideration of many adjustment problems of individual pupils, and to develop an acquaintance with the best provisions for meeting these needs.. The course is directed toward the development of insights rather than techniques. *D, III.* **3 s.h.** MR. SCATES

(Not offered for enrollment to students who have had course S233.)

S234. Secondary-School Organization and Administration.—A study of the outstanding problems of secondary-school organization and administration other than the problem of gradation and classification of pupils. *A, I, III.* **3 s.h.** MR. SMITHEY *(first term)* MR. FRISWOLD *(third term)*

S283. Organization and Administration of the Public School Curriculum.—Foundation principles underlying curriculum construction, reconstruction movements since 1900, present development in coöperative curriculum construction and administration. *C, I.* **3 s.h.** MR. MARBERRY

S300. Introduction to Educational Research.—*C, I.* **3 s.h.** MR. SCATES

S323. Public School Finance.—A study of educational costs, sources of revenue for the support of public education, collection of revenue, basis of distribution, and accounting for funds spent. *A, II.* **3 s.h.** MR. PROCTOR

S333. Problems of High School Supervision.—A consideration of such problems as aims and purposes of high school supervision, elements of an effective supervisory program, program of supervision for city and rural high schools, the administration of programs of supervision. *B, I.* **3 s.h.** MR. SMITHEY

S343. State and County School Administration.—A study of the state and county organization of public schools, emphasizing underlying principles. *A, I.* **3 s.h.** MR. MARBERRY

S363. City School Organization and Administration.—Problems confronting the administrative officer in local schools, such as relations of superintendent with board and public, organization of schools, development of curricula, selection and promotion of teachers, etc. *C, II.* **3 s.h.**
MR. PROCTOR

S393. Seminar: Public School Administration.—A study of approved problems in public school administration, each student doing research in his chosen problem. Primarily for students desiring to write Master's theses. *Schedule to be arranged, I (first three weeks), and C, III.* **3 s.h.**
MR. PROCTOR *(first term)*
MR. FRISWOLD *(third term)*

S393X. Thesis Seminar.—*Residence credit only. Schedule to be arranged, III (last three weeks).*
MR. PROCTOR

EDUCATIONAL PSYCHOLOGY (GRADUATE COURSES)

(Master's candidates in this division should elect some course-work in either Elementary or Secondary Education and should choose Psychology as their minor.)

S208. Mental Tests and Applications.—A study of the development of intelligence testing, the concept of general intelligence, various recent applications of mental tests, and training in the giving of individual tests. *B, I.* **3 s.h.**
MR. EASLEY

S209. Statistical Methods in Education.—A course intended to familiarize teacher, supervisor, and administrator with the statistical method of treating educational and social data, so as to enable them to interpret and use the results of recent investigation in the science of education. Textbooks, special assignments, and reports. *B, I.* **3 s.h.**
MR. SCATES

S218. Child Psychology.—The development of the individual through the stages of growth and learning, with emphasis upon early and later childhood; the development of such behavior patterns as play, language, etc.; the process of socialization; and similar material of especial significance to teachers in the elementary schools. An advanced section of S118, not open for enrollment to students who have credit for that course. *C, III.* **3 s.h.**
MISS STRETCH

S227. The Psychology of Learning: Problems.—The major problems related to the learning process will be examined, with the experimental literature bearing on them. The curves of learning and forgetting, the distribution of practice, economical methods of learning, and the transfer of training will be the major topics considered. *D, I.* **3 s.h.**
MR. EASLEY

S237. Investigations in Reading.—A summary of the results of the more important scientific studies in reading: interpretation of the results

in terms of aims, methods, materials of instruction, testing diagnosis, and supervison; emphasis on problems requiring further investigation. *C, I.* **3 s.h.** MR. DOUGLAS

S247. Investigations in Arithmetic.—An analytical survey of investigations in arithmetic, with three purposes in view: (1) to examine the techniques employed with respect to their adequacy as means of solving the problems attacked; (2) to test the validity of the results announced and the value of these results for the teaching of arithmetic; (3) to locate further problems in arithmetic in need of scientific research. *D, I.* **3 s.h.** MISS STRETCH

S258. Educational Measurements.—A study of the purposes and uses of standardized tests and scales with special emphasis on their use in the improvement of instruction. *B, III.* **3 s.h.** MR. SCATES

S278. Mental Inheritance.—*B, III.* **3 s.h.** MR. C. T. GRAY

S298. History of Educational Psychology in the United States.—*A, III.* **3 s.h.** MR. C. T. GRAY

S300. Introduction to Educational Research.—This is primarily a prethesis writing course which is designed to be liberalizing as well as technical. The general purpose is to give the student an overview of research, acquaint him with the nature of research processes, and develop within him an appreciation of the essential characteristics of good research work. Throughout the term direct training for thesis writing will be given; the course will not, however, duplicate the work of more intensive courses in special research technique, such as statistical methods. Recommended for students who intend to write theses in Education the last term of summer school or in 1936. *C, I.* **3 s.h.**
MR. SCATES

S318. Investigations of Study Problems.—A brief survey of the available literature on study, followed by extensive case-work in the study habits of high school and undergraduate college students. Diagnosis, corrective and remedial teaching in so far as possible, and reports. An introductory course in educational diagnosis and the treatment of individual differences. *A, III.* **3 s.h.** MR. DOUGLAS

SECONDARY EDUCATION (GRADUATE COURSES)

(Master's candidates in this division should consider also courses listed under Public School Administration and Educational Psychology, and are advised to elect minor work in their teaching subject, or in Psychology or Sociology.)

S205. Curriculum Problems in Secondary Education.—A consideration of the aims and objectives of secondary-school subjects, emphasizing practical problems of curriculum-making in the high school. This course will be given to curriculum problems in English and the social

studies, with reference to the study of the curriculum now being made by the State of North Carolina. Enrollment by permission of the instructor. *B, II.* **3 s.h.** MR. HOLTON AND STAFF

S216. Psychological Principles of Secondary Education.—A study of adolescence and the psychology of learning as applied to teaching the principal high-school subjects. *C, III.* **3 s.h.** MR. DOUGLAS

S226. Teaching the Social Studies.—A course for teachers of social studies in junior and senior high schools. Discussions and collateral readings upon such topics as aims, tests for values, the social-studies curriculum, classroom procedure, course and lesson planning, etc. *C, I.* **3 s.h.** MR. SCHUTTE

S234. Secondary-School Organization and Administration.—*A, I, III.* **3 s.h.** MR. SMITHEY *(first term)*
MR. FRISWOLD *(third term)*

S246. The Teaching of Mathematics.—Identical with Mathematics S204. *A, II.* **3 s.h.** MR. W. W. RANKIN

S283. Organization and Administration of the Public School Curriculum.—*C, I.* **3 s.h.** MR. MARBERRY

S333. Problems of High School Supervision.—A consideration of such problems as aims and purposes of high school supervision; elements of an effective program; programs of supervision for city and rural high schools; the administration of programs of supervision. *B, I.* **3 s.h.** MR. SMITHEY

ELEMENTARY EDUCATION (GRADUATE COURSES)

(Master's candidates in this division should consider also courses listed under Educational Psychology and are advised to elect their minor work in Psychology or Sociology.)

S207. Technique of Teaching.—An advanced course in the teaching process, dealing with the theory underlying sound technique and applied specifically to the work of the elementary school. A course primarily for those interested in the supervision of elementary school instruction. *A, III.* **3 s.h.** MISS STRETCH

S212. Psychology of the Elementary School Subjects.—A study of the psychology of learning as applied to teaching the common-school subjects. *A, I.* **3 s.h.** MR. DOUGLAS

S218. Child Psychology.—*C, III.* **3 s.h.** MISS STRETCH

S222. The Curriculum and Materials of the Elementary Grades.—A study of curriculum problems in the elementary school. *B, I.* **3 s.h.** MR. CARR

S232. Elementary School Supervision.—A survey of supervision as a means of improving instruction and adapting the curriculum to child and community needs. *C, III.* **3 s.h.** MR. MARBERRY

S233A. Pupil Personnel Problems and Procedure.—*D, III.* **3 s.h.**
MR. SCATES

S237. Investigations in Reading.—A summary of the results of the more important scientific studies in reading; interpretation of the results in terms of aims, methods, materials of instruction, testing diagnosis, and supervision; emphasis on problems requiring further investigation. *C, I.* **3 s.h.** MR. DOUGLAS

S242. Curriculum Problems in the Elementary School.—A consideration of the aims and objectives of elementary education, emphasizing practical problems of curriculum construction, with especial reference to the comprehensive study of the curriculum now being made by the State of North Carolina. Enrollment by permission of the instructor. *B, I.* **3 s.h.** MR. HILLMAN

S247. Investigations in Arithmetic.—*D, I.* **3 s.h.** MISS STRETCH

S283. Organization and Administration of the Public School Curriculum.—*C, I.* **3 s.h.** MR. MARBERRY

S322. Seminar in Elementary Education.—The problems for the summer of 1935 will center around the curriculum of the elementary school. *D, I, II.* **3 s.h.** MR. CARR

S322X. Thesis Seminar in Elementary Education.—*Residence credit only. Schedule to be arranged. II.* MR. CARR

UNDERGRADUATE COURSES

(By permission undergraduate seniors may enter graduate courses numbered below 300. Attention is called to the fact that toward the A.B. degree not more than six semester-hours of methods courses are allowed to count.)

S58. The Learning Process.—A course in elementary educational psychology. *A, I, II.* **3 s.h.** MR. GODARD

[Not offered the second term unless as many as twelve students enroll.]

S61. Introduction to Teaching.—A survey of the work of the teacher, intended to assist the pupil in choosing intelligently some field of teaching work for future specialization. Topics: qualification and training of teachers, nature and aims of education, nature and purpose of public school curricula, nature of subject-matter and its relation to pupil activity, modern classroom procedure in teaching. *B, I.* **3 s.h.**
MR. SCHUTTE

S68. Mental Hygiene of the School Child.—A course primarily for teachers in the elementary school. A study of personality as related to the adjustment and success of the school child, the foundations of motivation, typical problems of maladjustment, social heredity and its educational implications. *D, I, II, III.* **3 s.h.** MR. PULLIAS

[Not offered any term unless as many as twelve students enroll.]

S103. School Organization and Administration for the Classroom Teacher.—A study of the problems of school organization, control, and administration as they arise in the work of the classroom teacher. *C, I, II.* **3 s.h.** MR. GODARD

S106. Principles of Secondary Education.—A study of the nature and scope of secondary education, emphasizing an introduction to the professional literature in the field. *A, II.* **3 s.h.** MR. LONGSTREET

S111. Primary Methods in Language and Reading.—A study of materials and methods in the mother-tongue. *1, I, II.* **2 s.h.** MISS MICHAELS

S117. Analysis of Study and Study Habits in the Elementary School Subjects.—A special section of course S119 planned to meet the needs of teachers and supervisors in the elementary schools. *D, I.* **3 s.h.** MR. CURTIS

S118. Educational Implications of Genetic Psychology.—A course tracing the development of the individual through the stages of growth and learning, with emphasis upon early and later childhood; the development of such behavior patterns as play, language, etc.; the process of the socialization; and similar material of special significance to teachers in the elementary schools. *B, I.* **3 s.h.** MISS STRETCH

S119. Analysis of Study and Study Habits in the High School Subjects.—A brief survey of the available literature of study, followed by casework in the habits of high school and undergraduate college students, and a survey of the peculiar learning problems presented by typical secondary school subjects. *B, I.* **3 s.h.** MR. CURTIS

S121. Grammar Grade Methods in Reading and Language.—A study of materials and methods in the language and reading of the grammar grades. *4, I, II.* **2 s.h.** MR. HOBAN

[Not offered any term unless as many as twelve students enroll.]

S127. The Teaching of Arithmetic in the Grammar Grades.—A course designed to acquaint the teacher with the best methods of teaching arithmetic which have evolved from more than a decade of research and experimentation; emphasis upon the actual teaching process under normal classroom conditions, with special attention to problem solving; brief survey of the work of the primary grades is also given. *1, I, II, III.* **2 s.h.** MR. PULLIAS

[Not offered any term unless as many as twelve students enroll.]

S136. Teaching High School English.—Identical with English S142. *C, I.* **3 s.h.** MR. A. C. JORDAN

S142. Children's Literature: Primary Section.—A critical study of literature for primary grades; type of literature; story telling, principles underlying and practice; study of State Course of Study and adopted texts; bibliographies and use of the library. *2, I, II.* **2 s.h.** MISS MICHAELS

S147. Children's Literature: Grammar Grade Section.—A critical study of literature for grammar grades; similar to S142 above. *3. I, II.* **2 s.h.**
MISS MICHAELS

S162. History Materials for Primary Grades.—A study of history materials for primary grades, with methods of presentation, practice in constructing and telling stories suitable for children, from boigraphies, travel, etc. *B, D, I (first three weeks).* **3 s.h.** MRS. PORTER

S167. Materials and Methods in the Teaching of Science in the Elementary School.—*A, I.* **3 s.h.** MR. SLAY

S176. The Teaching of High School Science.—Materials and methods in high school science. *C, I.* **3 s.h.** MR. SLAY

S177. Materials and Methods in Visual Instruction.—A survey of the literature on the (1) values of visual aids; (2) relative effectiveness of motion pictures, slides, school journeys, flat pictures, museum instruction, graphs, maps, models, etc.; and (3) technique of use of visual aids for various classroom purposes. Laboratory exercises in the use, maintenance, and operation of still and motion picture projectors. School journeys to points of historic and economic interest. *C, I, II.* **2 s.h.**
MR. HOBAN

(This course or its equivalent is required for permanent certification in the State of Pennsylvania after June 1, 1935.)

S192. Materials and Methods in the Primary Grades.—A study of curriculum problems in grades one to three; underlying principles of large-unit teaching; centers of interest around which units of work may develop; criteria for selection; collection and organization of materials; organization of the curriculum around large units; checking the results against objectives and subject-matter requirements; technique of teaching large units, including the place of drill, the program of work, provision for individuality, and the relationship of the various subjects to the units of work. *D, I, II, III.* **3 s.h.** MISS ENGLISH

S197. Materials and Methods in the Grammar Grades.—Identical with S192 above, except that illustrative materials are chosen with the child of grades four to seven in mind. *B, I, II, III.* **3 s.h.** MISS ENGLISH

A. Public School Drawing.—This course is offered to develop certain skills fundamental in the teaching of public school drawing as well as skills that will prove of help in teaching other subjects of the elementary school curriculum. Topics: color theory, design, perspective, representation, illustration, picture study, etc. Media: charcoal, water colors, crayons, clay, etc. *A, and 10:45-1:15, I (first three weeks), III (last three weeks). 3 points professional credit only.*
MRS. ALSTON *(first term)*
MRS. MASON *(third term)*

B. Industrial Art in the Public School.—Manipulation and work with clay, textiles, wood, paper, food, printing, etc., intended to give the child an acquaintance with the raw products of nature, and the changes made in them so that they may be more usable for food, clothing, shelter, utensils, tools, etc. Each student taking the course must complete a project based upon the work of the grade in which she expects to teach. *A, and 10:45-1:15, I (second three weeks), II (first three weeks). 3 points professional credit only.* MRS. ALSTON

C. Public School Music.—A course in the fundamentals necessary for grade teaching. Such topics as sight singing, ear training, reading dictation, rote songs, child voice, etc., will be discussed. *Schedule to be arranged, II (second three weeks), III (first three weeks). 3 points professional credit only.* MRS. TWADDELL

PHYSICAL AND HEALTH EDUCATION

S112. Personal and School Hygiene.—General, personal, and school hygiene with some instruction in anatomy and physiology; cause, transmission, and prevention of communicable diseases; the more common defects of school children; school-house sanitation; medical inspection; etc. *A, C, I (first three weeks).* **3 s.h.** MISS GARDINER

S132. Materials and Methods in Health Education.—An effort to acquaint the student with a general technique of health teaching that conforms to standard educational procedure and practices in other subjects; elements of good method, criticism of method, types of lessons, sources of material, and selection and organization of subject-matter; language work, games, projects, posters, and plays used as illustrative material. *A, C, I (second three weeks), II (first three weeks).* **3 s.h.**
MISS WYCHE

ENGINEERING

C.E. S10. Plane Surveying.—Use of instruments; transit, stadia, compass, and plane-table surveying; simple triangulation; determination of meridian by observation on Polaris; differential and profile leveling; setting grade stakes; calculation of bearings, latitudes, and departures; areas by planimeter; methods of plotting; survey and plot of sections of the campus by stadia, and transit and tape. *Three weeks, nine hours a day, beginning June 3.* **3 s.h.** MR. HALL AND MR. BIRD

ENGLISH

(Master's candidates in English are now required to complete at least three semester-hours in Chaucer or certain other designated courses. English S203 listed below is the only course meeting this specific requirement that is offered this summer.)

S1. English Composition.—A course in the fundamentals of English composition, oral and written, with special attention to sentence structure, syntax, common errors, etc. Frequent themes. *A, III.* **3 s.h.**
MR. WARD

S2. English Poetry.—The principles of English versification and a general survey of English poetry. *C, III.* **3 s.h.** MR. SUGDEN

S51. English Composition.—By means of instruction, frequent conferences, and extensive writing of assignments, this course undertakes to make the student familiar with the qualities of the best prose style. (Open only to those who have credit for S1.) *B, I.* **3 s.h.**
MR. A. C. JORDAN

S63. A Survey of English Poetry.—Readings in the English poets from Chaucer to Goldsmith. Attention will be paid to poetic types and technique. *A, I.* **3 s.h.** MR. PATTON

S64. A Survey of English Poetry.—Readings in the English poets of the Romantic and Victorian periods, with some consideration of the modern poets. *C, I.* **3 s.h.** MR. PATTON

S108. Journalism.—Editorial and feature-writing. *A, III.* **3 s.h.**
MR. SUGDEN

S121. Play Production.—This course deals with the theory and practice of producing plays. The work includes make-up, lighting, scene-design and painting, costume, directing, and stage-management. Plays are studied with a view to producing them. There is practice-work both in the laboratory and in the theater. Lectures 2:30-3:30 every other day beginning June 7, and laboratory 2:30-4:30 every other day beginning June 8. *I.* **3 s.h.** MR. WEST

S123. Shakespeare.—Introduction and detailed study of the tragedies. *B, III.* **3 s.h.** MR. F. K. MITCHELL

S124. Shakespeare.—The histories and comedies. *C, III.* **3 s.h.**
MR. F. K. MITCHELL
(Open only to students who are enrolled in S123 or who have had an introductory course in Shakespeare.)

S137. American Literature.—A study of American literature prior to 1850. This course consists of wide reading in American prose and poetry. *B, I.* **3 s.h.** MR. C. R. ANDERSON

S138. American Literature.—A study of American literature from 1850 to 1900. This course consists of wide reading in American prose and poetry. *D, I.* **3 s.h.** MR. C. R. ANDERSON

S139. The Speaking Voice.—This course gives training in placement, pitch, range, and diction for use in professional work and in daily conversation. *D, I.* **3 s.h.** MR. WEST

S142. The Teaching of High-School English.—Materials and methods in high-school English. *C, I.* **3 s.h.** MR. A. C. JORDAN

S147. American Literature Since 1900.—*A, II.* **3 s.h.** MR. HURLEY

S148. American Novel Since 1860.—*B, II.* **3 s.h.** MR. HURLEY

S151. Public Speaking.—A course in the fundamentals of public speaking with emphasis upon the effective presentation of ideas. *A, I.* **3 s.h.**
MR. HERRING

S203. Chaucer.—A study of the poet's life and work against the background of his age, its literary conventions, the sources of his inspiration, the influences which affected him, and the broader aspects of the development of his art. *A, III.* **3 s.h.** MR. BAUGH

S204. Chaucerian Problems.—An intensive study of selected writings with special attention to the problems of Chaucerian scholarship involved. A representative work of Chaucer's French period, Italian period, and English period will be considered. *C, III.* **3 s.h.**
MR. BAUGH

S211A. English Prose from Lyly to Dryden.—The development of modern prose, from the Elizabethan experiments to the establishment of a stable convention. Special emphasis on Bacon, Browne, and Hobbes. *B, II.* **3 s.h.** MR. HARRISON

S212A. English Verse Between Spenser and Milton.—Studies in the later poetry of the English Renaissance. The metaphysical poets are treated in some detail, and an effort is made to show something of their relation to current verse. *C, III.* **3 s.h.** MR. HARRISON

S215. Elizabethan Drama.—A study of the contemporaries of Shakespeare. This course does not duplicate course S216 offered in 1933. *B, I.* **3 s.h.** MR. GILBERT

S219. English Prose and Poetry, 1700-1780.—A survey course including such writers as Addison, Pope, Swift, Gray, Goldsmith, Cowper, Boswell, and Johnson. (This course includes a survey of 220 as given during the regular year and is therefore not open to students who have completed either 219 or 220.) *A, I.* **3 s.h.** MR. BOND

S221. English Drama, 1660-1780.—A study of the principal plays between Dryden and Sheridan. Lectures and reports. *B, III.* **3 s.h.**
MR. WARD

S226. Special Studies in Victorian Literature: The Novel.—*B, I.* **3 s.h.**
MR. GREENE

S228. Literary Criticism Since 1700.—*C, II.* **3 s.h.** MR. GILBERT

S257. American Novel Prior to 1860.—*A, I.* **3 s.h.** MR. LEISY

S304. Special Studies in American Authors: Poe.—*C, I.* **3 s.h.**
MR. LEISY

S319. Seminar in English Literature, 1700-1780.—Open by permission of the instructor to students who are enrolled in S219 or have had other qualifying work. Primarily for students desiring to write Master's theses. *C, I.* **3 s.h.** MR. BOND

S329. Seminar in Seventeenth Century English Literature.—*D, I, II, III.*
MR. GILBERT AND MR. HARRISON

FINE ARTS

S63. History of Architecture.—An outline of the principles of design and construction underlying the growth of the successive styles of architecture. The course aims to develop observation and aesthetic appreciation, as well as to relate the important monuments to their contemporary civilizations. Reports, recitations, lectures and lantern slides. *B, II.* **3 s.h.** MISS HALL

S105. Architecture of the Americas.—An historical and critical survey of building in the Western Hemisphere. The work of the pre-European cultures and of the European Colonies is briefly studied. Emphasis is placed on the influence of political and social conditions and of newly discovered materials on the architecture of the United States from the Early Republican period to the present. Reports, recitations, lectures with lantern slides. *C, II.* **3 s.h.** MISS HALL

FRENCH

S1. Elementary French.—Grammar; translation from French into English and English into French; pronunciation, sight translation, and conversation. *A, C, I (first three weeks).* **3 s.h.** MISS RAYMOND

S2. Elementary French.—Grammar; translation from French into English and English into French; pronunciation, sight translation, and conversation. *A, C, I (second three weeks).* **3 s.h.** MISS RAYMOND

S51. Introduction to French Literature.—*B, I.* **3 s.h.** MR. BRIDGERS

S52. Introduction to French Literature.—*C, I.* **3 s.h.** MR. BRIDGERS

S219. Old French.—An introduction to the Old French language and literature. *D, I.* **3 s.h.** MR. COWPER

S222. Nineteenth Century French Poetry.—The transition from Romanticism to Parnassianism and Symbolism. *A, III.* **3 s.h.** MR. WALTON

S228. Survey of French Poetry, 1400 to 1850.—*B, I.* **3 s.h.** MR. COWPER

S328. Anatole France.—*C, III.* **3 s.h.** MR. WALTON

S340X. Thesis Seminar.—*Residence credit only. D, I.* MR. B. R. JORDAN

GERMAN

S1. Elementary German.—Pronunciation, grammar, and translation; dictation, easy prose, and poetry. *B, D, I.* **3 s.h.** MR. MAXWELL

S2. Elementary German.—Pronunciation, grammar, and translation; dictation, easy prose, and poetry. *B, D, I.* **3 s.h.** MR. MAXWELL

S3. Intermediate German.—Grammar and composition; dictation, spoken German; reading of narrative and dramatic prose. *A, III.* **3 s.h.**
MR. F. E. WILSON

S4. Intermediate German.—Grammar and composition; dictation, spoken German; reading of narrative and dramatic prose. *C, III.* **3 s.h.**
MR. F. E. WILSON

S109. German Prose Fiction.—Origin and development of the German novel; reading and discussion of typical selections from representative authors of the various literary movements of the first half of the nineteenth century. Lectures and reports. *A, I.* **3 s.h.** MR. KRUMMEL

S110. German Prose Fiction.—Reading and discussion of typical selections from representative authors of the various movements of the second half of the nineteenth century. Lectures and reports. *C, I.* **3 s.h.**
MR. KRUMMEL

GOVERNMENT

See courses listed under Political Science.

HISTORY

S91. American History to 1828.—A rapid survey of the Colonial and Revolutionary periods followed by a more intensive study of the National period down to the beginning of Jackson's administration. *B, III.* **3 s.h.** MR. MABRY

S92. American History, 1828-1876.—A survey of national expansion, sectional rivalry, railway extension, slavery, political parties, international relations, and the Civil War. *D, III.* **3 s.h.** MR. MABRY

S101. Development of Western European Civilization to About 800 A. D.—A study of the development in Western Europe of the familiar institutions and culture of modern society, as developed from ancient times down to the period of Charlemagne. *B, I.* **3 s.h.** MR. MANCHESTER

S102. Development of Western European Civilization from 800 to 1500 A. D.—A continuation of course S101. By permission of the instructor properly qualified students may enter this course concurrently with S101. *D, I.* **3 s.h.** MR. MANCHESTER

S208. Studies in the Social History of the United States.—*B, II.* **3 s.h.**
MR. SHRYOCK

S213. Recent History of the United States, 1890.—*A, I.* **3 s.h.**
MR. CALLCOTT

S217. Europe, 1870-1914.—International relations since the Franco-German War; special emphasis upon the underlying economic and political influences, with emphasis upon England. *B, I.* **3 s.h.** MR. WEDEL

S218. Europe Since 1914.—A study of the more important and significant developments that have taken place in the political, economic, and social life of Europe since 1914. *D, I.* **3 s.h.** MR. WEDEL

S221. The Age of the Renaissance.—The decline of characteristic features of medieval civilization and the rise of modern European institutions with particular attention to intellectual movements from Dante to Erasmus. *A, II.* **3 s.h.** MR. EELLS

S225. The Age of the Reformation.—A survey of European civilization from 1500 through the Peace of Westphalia. C, II. **3 s.h.** MR. EELLS

S226. The South in Federal Politics, 1789-1860.—Consideration will be given to the interests and political actions of the South on such national questions as public land, tariff, foreign policy, slavery expansion, and constitutional interpretation. *B, III.* **3 s.h.** MR. SYDNOR

S227. English Constitutional History Since 1688.—This course will stress the evolution of parties, the rise of the cabinet, the reforms in the franchise, and the constitutional development in general. Some attention will also be paid to the decline of the political power of the landed aristocracy, the challenge of the middle classes, and the rise of the Labor Party. *A, III.* **3 s.h.** MR. MORGAN

S228. British Foreign Policy Since 1688.—This course will trace Great Britain's relations with France in the Second Hundred Years' War, the foreign complications arising from the British Empire in the 19th century, and the diplomatic antecedents of the World War. If possible, the course will come down to the present. *C, III.* **3 s.h.** MR. MORGAN

S232. The Hispanic-American Republics.—A survey of the political, economic, and social development of the Hispanic-American nations since the beginning of the movement for independence in 1810. *B, III.* **3 s.h.** MR. LANNING

S237. Social and Intellectual Development of the Old South.—Consideration will be given to conditions in the South in respect to slavery, agriculture, manufacturing, transportation, education, religion, science, and literature. *C, III.* **3 s.h.** MR. SYDNOR

S306X. Thesis Seminar in Southern History.—Open only to those who have theses in process or have completed the required courses in American History for the Master's degree. *Residence credit only. Schedule to be arranged, I.* MR. BOYD

S308. Seminar: Social History of the United States.—(Open to students taking S208 or equivalent.) *D, II.* **3 s.h.** MR. SHRYOCK

S315. Seminar in Southern History.—Selected topics in the development of the South Atlantic Region. Students may enroll for course credit either for half-schedule or full schedule according to the nature of the problem chosen for investigation and the amount and quality of research done. *C, I.* **3 or 6 s.h.** MR. BOYD

S321. Studies in the Diplomatic History of the United States.—A research course, open to students approved by the instructor. The aim is to give a familiarity with the sources and literature of Latin-American diplomatic relations and to investigate related topics in chosen fields from year to year. These fields are: (a) Independence movement in Latin America, (b) Latin-American Foreign Relations, (c) Sectionalism and American Foreign Relations. *C, I.* **3 s.h.** MR. CALLCOTT

S332. Seminar in Spanish-American Republics.—Prerequisite, S232 or equivalent. *D, III.* **3 s.h.** MR. LANNING

LATIN

Attention is called to the seminar Latin S361 (**3 s.h.**), offered below. If demand is sufficient, this will be concluded (S362, **3 s.h.**) in 1936. Candidates for the Master's degree are required to complete a seminar of six semester-hours, and are advised to fulfil this requirement early in their course of study.

S219. Teachers' Course in Materials and Methods.—Latin in the secondary school curriculum; survey of sounds, forms, and flexions; special study of word formation and vocabulary. Prerequisite: twenty-four semester-hours of college Latin including Latin 41, 42, 53, 54 or their equivalent. A knowledge of Greek will be very helpful, but is not required as a prerequisite. *B, I.* **3 s.h.** MR. A. R. ANDERSON

S300X. Thesis Seminar.—Consultations; supervision of theses already in progress. Open only to students who enrolled for thesis supervision prior to September 1, 1934. *A, D, I.* **3 s.h.** *Residence credit only.* MR. ROSBOROUGH

S361. Seminar in the Satires and Epistles of Horace.—Lectures, reports, readings in Horace; training in criticism and research. *A, I.* **3 s.h.** MR. A. R. ANDERSON

MATHEMATICS

For admission to candidacy for the Master's degree in Mathematics students must have completed courses S55 and S100 and at least six semester-hours of courses numbered above 200. After admission to candidacy the student is required to meet the same requirements for the Master's degree as in other departments. (See pages 15 to 19, this bulletin.) All of the graduate courses listed for the summer of 1935 have S55 as a prerequisite, and all require S100 except S204, S225, S235, and S255.

S3. Elementary Mathematical Analysis.—A unified course treating elementary topics in mathematics. *A, C, I (first three weeks).* **3 s.h.** MR. DRESSEL

S4. Elementary Mathematical Analysis.—A unified course treating elementary topics in mathematics. *A, C, I (second three weeks).* **3 s.h.** MR. DRESSEL

S55. Differential Calculus.—*D, II.* **3 s.h.**
MR. K. B. PATTERSON
[Not offered unless as many as twelve students enroll.]

S100. Integral Calculus.—*C, II.* **3 s.h.** MR. K. B. PATTERSON
[Not offered unless as many as ten students enroll.]

S201. History of Mathematics.—This course deals with the evolution of the following topics: number system, arithmetic, geometry, algebra, trigonometry, analytical geometry, calculus, modern geometry. Brief sketches of the lives of the builders of mathematics will be given. *C, II.* **3 s.h.** MR. W. W. RANKIN

S204. The Teaching of Mathematics.—Designed primarily for those who intend to teach mathematics. Recent changes in methods of studying mathematics; careful study of the report of the national committee on "The Reorganization of Mathematics in Secondary Education"; wide investigation into the literature on mathematics; coördination of geometry and algebra in junior high school mathematics; etc. *A, II.* **3 s.h.**
MR. W. W. RANKIN

S225. Theory of Equations and Determinants.—*B, II.* **3 s.h.**
MR. K. B. PATTERSON

S235. Modern Higher Algebra.—A study of linear dependence and the solution of a set of linear equations. Study of matrices, linear transformations, invariants of linear transformations, and bilinear forms. *C, III.* **3 s.h.** Prerequisite: S55. MISS DALE

S239. Advanced Calculus.—This course is a study of the processes of the calculus, their meanings and applications. It is designed to furnish a necessary preparation for advanced work in analysis and applied mathematics. *A, I.* **3 s.h.** Prerequisite: S100.
MR. ELLIOTT

S240. Advanced Calculus.—This course is a study of the processes of the calculus, their meanings and applications. It is designed to furnish a necessary preparation for advanced work in analysis and applied mathematics. *A, III.* **3 s.h.** Prerequisite: S239. MR. MILES

S252. Non-Euclidean Geometry.—An introduction to the geometry of Bolyai and Lobachevsky. *C, I.* **3 s.h.** Prerequisite: S100.
MR. ROBERTS

S255. Projective Geometry.——The elements of projective geometry treated synthetically. Introduction to homogeneous coördinates with application to projective geometry. Study of different types of collineations. *B, III.* **3 s.h.** Prerequisite: S55. MR. MILES

S270. Topology.—Axiomatic treatment of the fundamental ideas. *A, I.* **3 s.h.** Prerequisite: S239. MR. ROBERTS

S284. Vector Analysis.—This course is a study of the different vector products and the calculus of vectors, with applications to geometry and mechanics. *B, I.* **3 s.h.** Prerequisite: S100. MR. ELLIOTT

S300-301X. Seminar.—Directed reading and thesis supervision. *Residence credit only. I.* STAFF

S336. Infinite Series.—The theory of convergence and the algebraic and functional properties of series; special types of series; infinite products; divergent series. (The content of this course will depend upon the students enrolled. If the students are sufficiently prepared, most of the time will be spent on divergent series.) *D, III.* **3 s.h.** Prerequisite: 239-240. MISS DALE

POLITICAL SCIENCE

S101. American Government and Politics.—A brief preliminary study of political organization in general followed by a more detailed study of the American political system. *D, I.* **3 s.h.** MR. N. P. MITCHELL

S102. State and Local Government in the United States.—A study of the American political system, emphasizing the organization and functioning of national, state, and local governments in the United States. *C, III.* **3 s.h.** MR. N. P. MITCHELL

S125. American Political Parties and Practical Politics.—A study of the historical development, organization, and methods of political parties in the United States, with special attention to current politics. *B, I.* **3 s.h.** MR. N. P. MITCHELL

S207. American Constitutional Law and Theory.—A study of leading principles of American Government, as developed through judicial interpretation of the Constitution. The reading of cases is supplemented by lectures and assigned legal problems. *B, III.* **3 s.h.** MR. C. P. PATTERSON

S227. International Law and International Organization.—Elements of international law and the application of principles through judicial interpretation and in international negotiations, with particular attention to interpretation and application by the United States. The League of Nations and the Permanent Court of International Justice are studied in some detail. *B, I.* **3 s.h.** MR. R. R. WILSON

S293. National Administration.—The principles of administrative and judicial organization; their application to our national bureaucracy and judiciary; and the relation of the administrative to the legislative and the judicial agencies. *A, III.* **3 s.h.** MR. C. P. PATTERSON

S308. Seminar in State Government.—Required of those who wish residence credit toward thesis in State Government. Open by permission of instructor to students who have had graduate work in government. *Schedule to be arranged, III.* **3 or 6 s.h.** MR. R. S. RANKIN

S328. Seminar in International Law.—Open for enrollment only to students who have had or are carrying course S227. Recommended for students interested in writing theses in the field of International Law. *D, I.* **3 s.h.** MR. R. R. WILSON

PSYCHOLOGY

S201. Social Psychology.—Lectures, readings, and reports. *D, I.* **3 s.h.** MR. ADAMS

S210. Physiological Psychology.—A consideration of those aspects of the physiology of the nervous system relevant to behavior. Lectures and reports. *C, III.* **3 s.h.** MR. ZENER

S217. Gestalt Theory.—Critical survey of principles and experimental contributions of the Gestalt school. *B, I.* **3 s.h.** MR. ADAMS

S219. History of Psychology.—Lectures and prescribed readings. A survey of the development of thought on the major problems of psychology from the earliest times to the present day. *A, III.* **3 s.h.** MR. ZENER

RELIGION

S51. The History of the Hebrew People.—A study of the Hebrew people that gives attention to their political history, their religious and social institutions, their literary development, with special reference to their contributions to civilization. *D, I.* **3 s.h.** MR. ORMOND

S281. The Nature and Early Development of Religion.—Introduction to the early history of religion, the beliefs and practices of the more primitive peoples, and the religious life of the ancient world. *A, III.* **3 s.h.** MR. CANNON

S286. The Religions of India.—A study of present-day religious movements in India with special reference to Hinduism. *C, III.* **3 s.h.** MR. CANNON

S364. Modern American Religious Thought.—Main currents in American religious and ethical thought studied in relation to the growth of civilization and culture since 1830. *B, II.* **3 s.h.** MR. H. S. SMITH

S365. Character Education and the State.—A study of the moral character of the contemporary state, including the analysis and evaluation of the ideals, values, and procedures through which democratic and opposing types of state educate for the good life and the good society. *D, II.* **3 s.h.** MR. H. S. SMITH

SOCIOLOGY

S205. Social Pathology.—A study of the causes, extent, significance, and constructive treatment of the principal forms of pathology in modern society; poverty, physical defectiveness, malnutrition, feeble-mindedness, insanity, undirected leisure activities, and unstandardized commercial recreation, alcoholism, prostitution, vagrancy, and delinquence. *A, I.* **3 s.h.** MR. JENSEN

S216. Urban Sociology.—A study of the organization and social problems of urban communities, with special reference to social technology or the improvement of social and living conditions. The following subjects are treated: municipal administration, city planning, housing, public health and sanitation, public safety, justice, welfare and leisure-time activities, and civic art. *C, I.* **3 s.h.** MR. JENSEN

SPANISH

S1. Elementary Spanish.—Pronunciation; grammar to include the regular conjugations and more common irregular verbs; early reading of simple prose. *B, D, I (first term).*

[To be offered if as many as fifteen students enroll prior to May 1.]

S2. Elementary Spanish.—Continuation of course S1; completion of regular and irregular verbs, the subjunctive mood; dictation; composition; reading of cultural material and short stories of easy grade. *B, D, I (second three weeks).*

[To be offered if as many as fifteen students enroll prior to May 1.]

S3. Intermediate Spanish.—*A, I.* **3 s.h.** MR. DAVIS

S4. Intermediate Spanish.—*C, I.* **3 s.h.** MR. DAVIS

S261. Modern Spanish Novel.—The novel from Fernán Caballero to the generation of '98. *A, I.* **3 s.h.** MR. LUNDEBERG

S262. Modern Spanish Novel.—The novelists of the twentieth century. *C, I.* **3 s.h.** MR. LUNDEBERG

ZOOLOGY

Students who complete Masters' theses in Zoölogy after June 1, 1934, are expected to have credit for at least one seminar such as course S355a listed below.

S1. General Zoölogy.—A brief survey of the animal kingdom. *Lecture, quiz, and laboratory daily; 8:10-12:00, and 2:00-4:00, I (June 7 to July 1).* **4 s.h.** MR. I. E. GRAY AND MR. BOOKHOUT

S2. Animal Biology.—A study of the principles of biology as applied to animals. *Lecture, quiz, and laboratory daily; 8:10-12:00, and 2:00-4:00 (second three and one-half weeks). I, II (July 2 to July 26).* **4 s.h.** Prerequisite: S1. MR. I. E. GRAY AND MR. BOOKHOUT

S228. Endocrinology.—The structure, physiology, and embryology of the endocrine glands. *Lectures, reading assignments, reports, and laboratory. Schedule to be arranged, II.* **5 s.h.** MR. CUNNINGHAM

S276. Zoölogical Laboratory and Field Methods.—Recommended for high school teachers of science. The course includes methods of collection, preservation, culture, and identification of animals. A series of field trips will be undertaken including one of a week or more at the seashore. *Schedule to be arranged, III.* **6 s.h.** MR. HOPKINS

S353. Research.—With the consent of the instructor students who have had proper training may carry on research under the direction of members of the faculty. *Credit to be arranged. I, II, III.* STAFF

S355a. Seminar.—Review of literature on the problem of the relations of endocrines to embryological development. *II.* **1 s.h.**
MR. CUNNINGHAM

[For Public School Drawing, Industrial Art, and Music, and for courses in Physical and Health Education, see pages 38 and 39 this bulletin.]

Announcement

JUNALUSKA SUMMER SCHOOL, Inc.

(Affiliated with Duke University)

and

JUNALUSKA SCHOOL OF RELIGION

Lake Junaluska, N. C.

PAUL NEFF GARBER, A.B., A.M., Ph.D.,
Director of the Summer School

INSTRUCTORS

AGNEW, DONALD CHARLES; A.B., Park College; A.M., Duke; Duke, 1932-33, 1934-35; Education (Duke University).

ANDERSON, LEWIS EDWARD; B.S., Mississippi State; A.M., Duke; University of Pennsylvania, 1933-35; Assistant in Field Botany (University of Pennsylvania).

CLARK, ELMER TALMAGE; A.B., Birmingham-Southern; A.M., George Peabody College; B.D., S.T.D., Temple University; LL.D., Southern College; Religion (Assistant Secretary, Board of Missions, Methodist Episcopal Church, South).

FITZGERALD, WILLIAM STONE; A.B., Vanderbilt; A.M., Harvard; Duke, 1934-35; English (Duke University).

GARBER, PAUL NEFF; A.B., Bridgewater; A.M., Ph.D., University of Pennsylvania; Religion (Duke University).

KEECH, JAMES MAYNARD; A.B., A.M., Duke; Duke, 1930-34; Economics (Duke University).

McEWEN, NOBLE RALPH; A.B., Birmingham-Southern; A.M., Duke; Duke, 1930-32; Education (Salem College).

McLARTY, FURMAN GORDON; A.B., Duke; B.A., Oxford; A.M., Harvard; Philosophy (Duke University).

MYERS, HIRAM EARL; A.B., Duke; S.T.B., S.T.M., Boston University; Religion (Duke University).

NILSON, LAWRENCE GEORGE; Music (Director of Music, Atlanta Public Schools, and Director-General of Atlanta Philharmonic Society).

OOSTING, HENRY JOHN; A.B., Hope College; M.S., Michigan State; Ph.D., Minnesota University; Field Botany (Duke University).

ROWE, GILBERT THEODORE; A.B., D.D., Litt.D., Duke; S.T.D., Temple University; RELIGION (Duke University).

SPENCE, HERSEY EVERETT; A.B., A.M., B.D., Duke; RELIGION (Duke University).

STEWART, MARY ALICE LEATH; B.S., Georgia State College for Women; M.Ed., Duke; DRAWING (President of Art Teachers' Association of North Carolina Education Association).

BUSINESS MANAGER

JAMES R. BOYD,
Waynesville, North Carolina.

CALENDAR

The Junaluska Summer School, Inc., and the Junaluska School of Religion will open June 7 and close July 18. Recitations will be held five days in the week, all Mondays except June 17 and July 1 being holidays. Thursday, July 4, will be observed as Independence Day.

REGISTRATION

Thursday, June 6, is reserved for the registration of students from Haywood County; Friday, June 7, is registration day for all other students. This day, between the hours of 9 A.M. and 5 P.M., will be allowed for students to register, select courses, and make arrangements concerning board and lodging. Regular classes will meet at 8:15, Saturday morning, and recitation work will begin at once. Students are advised against late entrance, since this very seriously affects school work as well as credits that may be obtained.

All applicants for admission must have completed a high school course. As evidence of this, a teacher's certificate of grade as high as North Carolina State elementary will be accepted from teachers with two or more years of experience. Certificates of high school graduation and other credentials should be submitted to the Director at the time of registration.

JUNALUSKA SCHOOL OF RELIGION

The eighth session of the Junaluska School of Religion, which is conducted under the joint management of Duke University and the Board of Christian Education with the coöp-

eration of the Board of Missions and other boards of the Methodist Episcopal Church, South, will be conducted as the Department of Religion in the Junaluska Summer School for the summer of 1935, its opening and closing dates being the same as for the other departments. In addition to the undergraduate credits offered by the other departments, Junaluska School of Religion will offer credits counting toward the B.D. degree. The work in Religion is designed for pastors, church workers, missionaries, and students who desire to fit themselves the better for their work or to obtain credits looking toward the securing of university degrees.

COURSES OFFERED

Professional courses are offered for teachers in elementary schools, teachers of primary grades and of grammar grades, and teachers of high school subjects, for freshmen and sophomore students in colleges and for students desiring somewhat more advanced work in the field of religion.

For qualified college students, instruction will be offered in botany, economics, education, English, philosophy, and religion. Credit is allowed toward the A.B. degree at Duke University for these courses, credit toward the A.M. degree for the course in field botany, and credit toward the B.D. degree for the advanced courses in religion.

COURSES IN FIELD BOTANY

Special courses in field botany will be offered to public school teachers of nature study, high school teachers of botany and biology, and to qualified college students. The courses are unique in that they will consist of a careful survey of the plant life found in the mountains of western North Carolina. Frequent excursions and field trips will be made to Mount Mitchell, Mount Pisgah, the famous Pink Beds, and other sections abundant in unusual flora. A considerable amount of time will be spent in the new Great Smoky Mountain National Park area.

High school teachers and elementary school teachers of botany and related subjects will find ample opportunity for extensive study in this attractive field with either undergraduate or graduate credit.

ROOM AND BOARD

The hotels and lodging places on the Junaluska Assembly Grounds at Lake Junaluska have guaranteed summer school students board and room at the special rate of $7.50 per week, with bed-linen furnished. Room and board may be obtained by a limited number of applicants in the Mission Building, the summer school headquarters, at a slightly higher rate. Further information relative to board and room may be obtained by addressing J. R. Boyd, Business Manager, Waynesville, North Carolina, or James Atkins, Jr., The Junaluska Assembly, Lake Junaluska, N. C.

FEES AND EXPENSES

Tuition charge for college students other than teachers is $10.00. Teachers are exempt from tuition, as are also ministerial students who register in the Junaluska School of Religion. Expenses may therefore be estimated by teachers and School of Religion students as follows:

Registration	$20.00
Room and Board	45.00
Library and Recreation Fee	2.00
	$67.00

To this should be added about $5.00 for books and probably $5.00 for miscellaneous expenses, besides the tuition charge for students other than teachers. Since Haywood County contributes toward the registration fees of its teachers, Haywood County teachers pay only eight dollars of the total registration fee.

FURNISHED COTTAGES

There are available for rent during the summer season several desirable private cottages within a few minutes' walk of the summer school. These cottages are furnished with water and lights and are equipped for housekeeping. For those who prefer to live with a small group, these cottages will prove very attractive. They may be rented at very reasonable rates either for the six weeks' period of the summer school or in many cases for the whole summer. For detailed information as to rates and other particulars, write Mr. James Atkins, Jr., The Junaluska Assembly, Lake Junaluska, N. C.

COURSES OF INSTRUCTION

(*Note.* In the description of courses the following abbreviations occur: *Period A* means that the course comes the first eighty minutes daily, beginning at 8:15; *Period B* means that the course comes at the eighty-minute period beginning at 9:45; *Period D* means that the course meets an eighty-minute period daily, beginning at 11:45. All courses carry three semester-hours' credit unless otherwise specified.)

BOTANY

S52. Introductory Field Botany.—A course for those who wish to learn biological principles. The field work will deal with the identification and recognition of the more common plants. Laboratory and field trips. *Schedule to be arranged.* MR. ANDERSON

S192. Bryophytes.—The structural and systematic characteristics of mosses and liverworts, including practice in the identification of the common forms. Prerequisite: 3 semester-hours in Field Botany. *Schedule to be arranged.* **2 s.h.** MR. ANDERSON

S225. Field Botany.—The aim of this course is to present to the students a first-hand knowledge of plants in their native habitats. The field work will be done in the mountain areas of Western North Carolina and will include the Pisgah Forest and Smoky Mountain sections. The course will consist of practice in the identification of plants in the field and a study of their natural history and associations. Field trips daily, also lectures, readings, reports, etc. *Credit,* **4 or 6 s.h.** *for A.B. or A.M. degree. Schedule to be arranged.* MR. OOSTING

S226. Special Problems.—Open only to students with training equivalent to S225. The work may involve either field and laboratory study of special taxonomic groups or the investigation of ecological relationships in some of the varied local plant communities. *Credit,* **2 to 6 s.h.** *for A.B. or A.M. degree. Schedule to be arranged.* MR. OOSTING

ECONOMICS

S51. Principles of Economics.—A short course in the essential principles of economic science. This course surveys the foundations of economic organization, the forces determining price, the business cycle, money, banking, and foreign exchange. *Period A.* MR. KEECH

S116. Economic Geography and Industrial Organization.—A study of the economic resources of the world: the products of the agricultural and manufacturing industries; trade routes and trade centers; the balance of trade and its relation to industrial development; the influence of geographic factors on the commercial policy of nations. *Period D.* MR. KEECH

EDUCATION

S52. Materials and Methods in Nature Study.—A course primarily for elementary teachers emphasizing field botany. *Schedule to be arranged.* MR. ANDERSON

S58. The Learning Process.—A course in elementary educational psychology. *11:45 daily.* **2 s.h.** MR. MCEWEN

S68. Mental Hygiene of the School Child.—A course primarily for teachers in the elementary school. A study of personality as related to the adjustment and success of the school child; the foundations of motivation; typical problems of maladjustment; social heredity and its educational implications. *9:45 daily.* **2 s.h.** MR. AGNEW

S103. School Organization and Administration for the Classroom Teacher.—A study of the problems of school organization, control, and administration as they arise in the work of the classroom teacher. *11:45 daily.* **2 s.h** MR. AGNEW

S121. Grammar Grade Methods in Reading and Language.—A study of materials and methods in the language and reading of the grammar grades. *8:45 daily.* **2 s.h.** MR. AGNEW

S142. Children's Literature: Primary Section.—A critical study of literature for primary grades; types of literature; story telling, principles underlying and practice; study of State Course of Study and adopted texts; bibliographies and use of the library. *8:45 daily.* **2 s.h.** MR. MCEWEN

S167. Teaching of Social Studies in Grammar Grades.—A brief treatment of materials and methods in the geography, civics, and history of grades four to seven. *9:45 daily.* **2 s.h.** MR. MCEWEN

A. Public School Drawing.—This course is offered to develop certain skills fundamental in the teaching of public-school drawing as well as skills that will prove of help in teaching other subjects of the elementary school curriculum. Topics: color theory, design, perspective, representation, illustration, picture study, etc. Media: charcoal, water colors, crayons, clay, etc. *Period B and 2:30 to 3:30, daily. 3 points professional credit only.* MRS. STEWART.

B. Industrial Art in the Public School.—Manipulation and work with clay, textiles, wood, paper, food, printing, etc., intended to give the child an acquaintance with the raw products of nature, and the changes made in them so that they may be more usable for food, clothing, shelter, utensils, tools, etc. Each student taking the course must complete a project based upon the work of the grade in which she expects to teach. *Period D and 3:30 to 4:30 daily. 3 points professional credit only.* MRS. STEWART

C. Public School Music.—A course in the fundamentals necessary for grade teaching. Such topics as sight singing, ear training, reading dictation, rote songs, child voice, etc., will be discussed. *Period A. 2 points professional credit only.* MR. NILSON

ENGLISH

S55. Prose Masterpieces.—This course consists of a reading and study of selected works of the best writers of prose. *Period D.* MR. FITZGERALD

S60. Contemporary Literature.—The subject-matter of this course is fiction. *Period B.* MR. FITZGERALD

PHILOSOPHY

S98. Introduction to Ethics.—An elementary consideration of some of the important moral problems in the light of philosophical tradition and the science of values. *Period A.* MR. MCLARTY

S101. Introduction to Philosophy.—This course is intended to acquaint the student with the nature of philosophical problems and to show how they arise in the mind of the individual. *Period B.* MR. MCLARTY

RELIGION

FOR SENIORS AND GRADUATES

S212. New Testament Theology.—The religious teachings of the books of the New Testament. *Period D.* MR. ROWE

S227. Current Christian Theology.—A survey of recent attempts to re-interpret and restate the doctrines of Christianity in terms consistent with the general knowledge of the modern world. *Period A.* MR. ROWE

S234. The Church in America: the National Period.—Major emphasis is placed upon relations of church and state, steps toward Christian unity, the small sects, Christian education, and modern theological issues. *Period B.* MR. GARBER

S241. Homiletics.—An introduction to the theory and practice of preaching. Practical problems in preaching are investigated, to determine the causes of success and failure. Opportunity for practice preaching will be afforded. *Period B.* MR. MYERS

S265. Religious Drama.—A study of the uses and underlying principles of religious drama, followed by a critical examination of selected dramatic productions. *Period A.* MR. SPENCE

FOR UNDERGRADUATES ONLY

S104. The History and Religion of the Jews to the Roman Period.—The work in this course is based largely on exilic and post-exilic prophecy, the wisdom literature, and the earlier apocalyptic and apocryphal literature. *Period D.* MR. MYERS

S170. Masterpieces of Great Religious Literature.—This course is devoted to the religious thought in the literature from the second to the twentieth centuries, with special attention given modern religious poetry. *Period B.* MR. SPENCE

S181. Modern Christian World Problems.—A survey of recent developments in international affairs and their significance for Christian missions; especial attention will be given to problems involving interracial relations, industry, and the present international situation in the Orient. *Period A.* MR. CLARK

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BULLETIN
OF
DUKE UNIVERSITY

Vol. 7 MARCH, 1935 No. 3

SCHOOL OF LAW

ANNOUNCEMENT FOR 1935-1936

PUBLISHED BY DUKE UNIVERSITY
IN JANUARY, FEBRUARY, MARCH, APRIL, MAY, AND JUNE
ENTERED AS SECOND CLASS MATTER MARCH 25, 1929, AT THE POST OFFICE
AT DURHAM, N. C., UNDER ACT OF AUGUST 24, 1912

ANNUAL CATALOGUES AND BULLETINS

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For Bulletin of Undergraduate Instruction, apply to *The Secretary,* Duke University, Durham, N. C.

For Bulletin of The Graduate School of Arts and Sciences, apply to *The Dean of the Graduate School,* Duke University, Durham, N. C.

For Bulletin of The Departments of Engineering, apply to *The Secretary,* Duke University, Durham, N. C.

For Bulletin of The School of Law, apply to *The Dean of the School of Law,* Duke University, Durham, N. C.

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BULLETIN
OF
DUKE UNIVERSITY

SCHOOL OF LAW

MEMBER OF THE ASSOCIATION OF AMERICAN LAW SCHOOLS
APPROVED BY THE AMERICAN BAR ASSOCIATION

ANNOUNCEMENT FOR 1935-1936

DURHAM, NORTH CAROLINA
1935

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CALENDAR

1935

September 17. Tuesday—Registration of Law Students.

September 19. Thursday—Commencement of Instruction.

November 11. Monday—Armistice Day.

November 28. Thursday—Thanksgiving Day—A holiday.

December 11. Wednesday—Duke University Day.

December 20. Friday, 1 P.M.—Christmas recess begins.

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January 3. Friday, 8:40 A.M.—Instruction is resumed.

January 18. Saturday—Mid-year examinations begin.

January 29. Wednesday—Last day for matriculation for second semester.

January 30. Thursday—Second semester begins.

February 22. Saturday—Washington's birthday—A holiday.

March 25. Wednesday, 1 P.M.—Spring vacation begins.

April 1. Wednesday, 8:40 A.M.—Instruction is resumed.

May 22. Friday—Final examinations begin.

June 6. Saturday—Commencement opens; Faculty breakfast for Law Seniors; Meeting of the Board of Trustees.

June 7. Sunday—President's address to graduating class.

June 8. Monday—Commencement Address; Alumni-Alumnae Luncheon; Graduating Exercises; Lowering of the flag by the graduating class.

I. TRUSTEES AND FACULTY

TRUSTEES OF DUKE UNIVERSITY

G. G. Allen, New York City
S. S. Alderman, Washington, D. C.
J. H. Barnhardt, Reidsville, N. C.
James A. Bell, Charlotte, N. C.
J. F. Bruton, Wilson, N. C.
R. G. Cherry, Gastonia, N. C.
H. R. Dwire, Durham, N. C.
D. S. Elias, Asheville, N. C.
R. L. Flowers, Durham, N. C.
W. W. Flowers, New York City
Thomas M. Grant, New Bern, N. C.
P. H. Hanes, Winston-Salem, N. C.
J. L. Horne, Jr., Rocky Mount, N. C.
J. B. Hurley, Lexington, N. C.
*J. F. Kirk, Greensboro, N. C.
C. F. Lambeth, Thomasville, N. C.
J. A. Long, Roxboro, N. C.
T. F. Marr, Marion, N. C.
R. A. Mayer, Charlotte, N. C.
M. E. Newsom, Durham, N. C.
W. R. Odell, Concord, N. C.
H. A. Page, Aberdeen, N. C.
W. W. Peele, Charlotte, N. C.
W. R. Perkins, New York City
W. N. Reynolds, Winston-Salem, N. C.
D. C. Roper, Washington, D. C.
J. H. Separk, Gastonia, N. C.
J. B. Sherrill, Concord, N. C.
F. M. Simmons, New Bern, N. C.
J. R. Smith, Mt. Airy, N. C.
Willis Smith, Raleigh, N. C.
W. A. Stanbury, Greensboro, N. C.
Earle W. Webb, New York City
S. B. Turrentine, Greensboro, N. C.
F. M. Weaver, Asheville, N. C.
B. S. Womble, Winston-Salem, N. C.
J. C. Wooten, Durham, N. C.

The officers of the Board are: Chairman, J. F. Bruton; Vice-Chairman, T. F. Marr; Recording Secretary, R. L. Flowers.

The Executive Committee consists of J. F. Bruton (ex officio), W. P. Few (ex officio), G. G. Allen, M. E. Newsom, J. H. Separk, W. N. Reynolds, and J. C. Wooten. The Law School Committee comprises Willis Smith, James A. Bell, W. R. Perkins, and B. S. Womble.

TRUSTEES OF THE DUKE ENDOWMENT

G. G. Allen, New York City
W. B. Bell, New York City
C. I. Burkeholder, Charlotte, N. C.
N. A. Cocke, Charlotte, N. C.
Mrs. Doris Duke Cromwell, New York City
Mrs. J. B. Duke, New York City
R. L. Flowers, Durham, N. C.
B. E. Geer, Greenville, S. C.
E. C. Marshall, Charlotte, N. C.
W. C. Parker, New York City
W. R. Perkins, New York City
W. S. Rankin, Charlotte, N. C.
W. N. Reynolds, Winston-Salem, N. C.
W. S. O'B. Robinson, Jr., Charlotte, N. C.
A. H. Sands, Jr., New York City

The officers of the Board are: Chairman, G. G. Allen; Vice-Chairmen, W. R. Perkins and N. A. Cocke; Secretary, A. H. Sands, Jr.; Treasurer, W. C. Parker.

* Deceased.

FACULTY

WILLIAM PRESTON FEW, A.B., A.M., Ph.D., Litt.D., LL.D.

PRESIDENT OF THE UNIVERSITY

H. CLAUDE HORACK, Ph.B., LL.B.

DEAN AND PROFESSOR OF LAW

Ph.B. 1899, State University of Iowa; LL.B. 1900, State University of Iowa; LL.B. 1904, Harvard University; Assistant Professor of Law, University of Wisconsin, 1904-07; Professor of Law, State University of Iowa, 1907-30; University of Michigan, summer 1922; University of Wisconsin, summer 1924; University of Southern California, summer 1931; Advisor, Council of Legal Education and Admissions to the Bar of the American Bar Association, 1927-30; Secretary, Association of American Law Schools, 1926-28, President, 1929; Professor of Law, Duke University, 1930-34; Dean and Professor of Law, 1934-35.

THOMAS CLIFFORD BILLIG, A.B., A.M., LL.B., J.S.D.

PROFESSOR OF LAW

A.B. 1918, Geneva College; A.M. 1922, University of Pennsylvania; LL.B. 1925, Yale University; J.S.D. 1928, Yale University; Professor of Economics, Pennsylvania Military College, April 1920-June 1921; Assistant Professor of Economics, Washington and Jefferson College, 1921-24; Associate Professor of Law, Washington and Lee University, 1925-26; Assistant Professor of Law, Cornell University, 1926-27; general practice, 1928-30; Assistant Counsel, New York Bankruptcy Investigation, 1929; Acting Associate Professor of Law, Ohio State University, 1930-31; Associate Professor of Law, West Virginia University, 1931-34; Professor of Law, West Virginia University, 1934-35; Director of Legal Research, National Recovery Administration, 1934-35; Cornell University, summer 1927, 1932; Northwestern University, Summer 1931; Lecturer on Business Law, Columbia University, summer, 1934; Professor of Law, Duke University, since 1935.

BRYAN BOLICH, A.B., B.A., M.A., B.C.L.

PROFESSOR OF LAW

A.B. 1917, Duke University; Duke University Law School 1919-21; B.A. 1923; Oxford University; B.C.L. 1924, Oxford University; M.A. 1927, Oxford University; general practice, 1924-27; Professor of Law, Duke University, since 1927.

JOHN S. BRADWAY, A.B., A.M., LL.B.

PROFESSOR OF LAW AND DIRECTOR OF THE LEGAL AID CLINIC

A.B. 1911, Haverford College; A.M. 1915, Haverford College; LL.B. 1914, University of Pennsylvania; general practice, 1914-29; Legal Aid Society of Philadelphia, 1914-20; chief counsel, Philadelphia Legal Aid Bureau, 1920-22; Secretary National Association of Legal Aid Organizations since 1923; Visiting Professor of Law and Director of the Legal Aid Clinic, University of Southern California, summer 1928; Professor of Law and Director of the Legal Aid Clinic, University of Southern California, 1929-31; Professor of Law and Director of Legal Aid Clinic, Duke University, since 1931.

THADDEUS DILLIARD BRYSON

PROFESSOR OF LAW

Emory and Henry College, 1889-90; University of North Carolina, 1891-95; finished Law School, University of North Carolina, 1895; general practice, 1895-1918; Solicitor, 20th Judicial District, North Carolina, 1908-16; Judge, Superior Court, North Carolina, 1918-26; general practice, 1926-27; Professor of Law, Duke University, since 1927.

DAVID F. CAVERS, B.S., LL.B.

PROFESSOR OF LAW

B.S. in Econ. 1923, University of Pennsylvania; LL.B. 1926, Harvard University; general practice, 1926-29; Instructor in Law, Harvard University, 1929-30; Assistant Professor of Law, West Virginia University, 1930-31; Assistant Professor of Law, Duke University, 1931-32; Professor of Law, Duke University, since 1932.

LON L. FULLER, A.B., J.D.

PROFESSOR OF LAW

A.B. 1924, Stanford University; J.D. 1926, Stanford University; Assistant Professor of Law, University of Oregon, 1926-27; Associate Professor of Law, University of Oregon, 1927-28; Associate Professor of Law, University of Illinois, 1928-30; University of Chicago, summer 1930, 1933; Professor of Law, University of Illinois, 1930-31; University of Washington, summer 1931; Professor of Law, Duke University, since 1931.

WARNER FULLER, B.S., LL.B.

ASSISTANT PROFESSOR OF LAW

B.S. 1924, University of Oregon; LL.B. 1927, Yale University; research assistant, Yale Law School, 1927-28; general practice, 1928-32; Assistant Professor of Law, Duke University, since 1932.

CHARLES LUCIEN BAKER LOWNDES, A.B., LL.B., S.J.D.

PROFESSOR OF LAW

A.B. 1923, Georgetown University; LL.B. 1926, Harvard University; S.J.D. 1931, Harvard University; general practice, 1926-27; Assistant Professor of Law, Georgetown University, 1927-28; Professor of Law, Georgetown University, 1928-30; research fellow, Harvard Law School, 1930-31; Professor of Law, Georgetown University, 1931-34; Professor of Law, Duke University, since 1934.

DOUGLAS BLOUNT MAGGS, A.B., J.D., S.J.D.

PROFESSOR OF LAW

A.B. 1922, University of California; J.D. 1924, University of California; S.J.D. 1926, Harvard University; general practice, 1924-25; Assistant Professor of Law, University of California, 1926-27; Professor of Law, University of Southern California, 1927-30; Visiting Professor of Law, Columbia University, 1928-29; University of California, summer 1927; Cornell University, summer 1928; University of Chicago, summer 1929; Professor of Law, Duke University, since 1930.

MALCOLM McDERMOTT, A.B., LL.B.

PROFESSOR OF LAW AND DIRECTOR OF DEPARTMENT OF LEGISLATIVE RESEARCH AND DRAFTING

A.B. 1910, Princeton University; LL.B. 1913, Harvard University; general practice, 1913-30; Dean, College of Law, University of Tennessee, 1920-30; University of Southern California, summer 1929; Professor of Law, Duke University, 1930-31; Professor of Law and Director of Department of Legislative Research and Drafting, since 1931.

MARSHALL TURNER SPEARS, A.B., A.M.

LECTURER IN LAW

A.B. 1913, University of North Carolina; A.M. 1914, University of North Carolina; studied law, University of North Carolina, 1913-15; general practice, since 1915; Assistant Professor of Law, Duke University, 1927-1930; Lecturer in Law, since 1930.

WILLIAM R. ROALFE, LL.B.

LAW LIBRARIAN

LL.B. 1922, University of Southern California; general practice, 1923-25; Law Librarian, University of Southern California, 1927-30; Law Librarian, Duke University, since 1930.

MARY SIMMONS COVINGTON, A.B., LL.B.

RESEARCH LIBRARIAN

A.B. 1905, Shorter College; LL.B. 1922, George Washington University; general practice, 1924-30; Research Librarian, Duke University, since 1930.

HELEN MILDRED KENDALL, A.B.

REGISTRAR

A.B. 1925, DePauw University; graduate work, 1934, University of Wisconsin.

FACULTY COMMITTEES

Committee on Coöperation with Medical School: John S. Bradway, Chairman, T. D. Bryson, H. C. Horack.

Committee on Curriculum: H. C. Horack, Chairman, Thomas C. Billig, Bryan Bolich, John S. Bradway, Douglas B. Maggs, Malcolm McDermott.

Committee on Graduate Study: Lon L. Fuller, Chairman, Bryan Bolich, H. C. Horack, Douglas B. Maggs.

Committee on Rules: David F. Cavers, Chairman, Bryan Bolich, Charles L. B. Lowndes.

Committee on Scholarship: Malcolm McDermott, Chairman, Warner Fuller, Lon L. Fuller.

Committee on Emergency Aids and Loans to Law Students: John S. Bradway, Chairman, T. D. Bryson, Mary S. Covington, Lon L. Fuller.

ADVISORY COMMITTEE

A committee of representative men is being set up for the purpose of providing regional depositaries of information regarding the Law School and for the purpose of advising prospective students. Those members of the committee now selected are:

James A. Bell, Charlotte, North Carolina
Norman A. Cocke, Charlotte, North Carolina
Charles P. Megan, Chicago, Illinois
William R. Perkins, New York City
Daniel C. Roper, Washington, D. C.
William H. Sawyer, Concord, New Hampshire
Willis Smith, Raleigh, North Carolina
B. S. Womble, Winston-Salem, North Carolina

II. ORGANIZATION, EQUIPMENT, AND SPECIAL ACTIVITIES

HISTORY AND ORGANIZATION

The School of Law of Trinity College was founded in the summer of 1904 upon an endowment established by James B. Duke and Benjamin N. Duke. Samuel Fox Mordecai, distinguished lawyer and teacher, organized the School and was its dean until his death in 1927. Its establishment set a new standard in Southern legal education in that it was the first school to require college work as preliminary to law study. It required the completion of two years of college work as a prerequisite to entrance, the case method was used as the basis of instruction, and the completion of three years' resident study was required for a law degree.

In 1924 the School of Law became the law school of Duke University pursuant to the establishment of the Duke Endowment. In 1930 the School was moved into its new building, the faculty and library were greatly increased, and the activities of the School broadened. In 1931 the entrance requirement was raised from two, to the present requirement of three years of college work. The School of Law is a member of the Association of American Law Schools and is on the approved list of the American Bar Association.

The ideas of the founder with reference to the University and its training of lawyers is thus expressed in the indenture and deed of trust establishing the Duke Endowment:

> I have selected Duke University as one of the principal objects of this trust, because I recognize that education, when conducted along sane and practical, as opposed to dogmatic and theoretical lines, is next to religion, the greatest civilizing influence. I request that this institution secure for its officers, trustees and faculty men of such outstanding character, ability and vision as will assure its attaining and maintaining a place of real leadership in the educational world, and that great care and discrimination be exercised in admitting as students only those whose previous record shows a character, determination and application evincing a wholesome and real ambition for life. And I advise that the courses at this institution be arranged, first, with special

reference to the training of preachers, lawyers and physicians, because these are most in the public eye, and by precept and example can do most to uplift mankind.

PURPOSES AND METHOD OF INSTRUCTION

The School of Law offers such courses in its curriculum as will provide an adequate preparation for the practice of law in any state. Through facilities for study and research, training is afforded for those looking to the teaching of law as a profession, as well as those desiring to specialize in particular branches of the law. In addition, several courses are offered for the benefit of students intending to practice in North Carolina.

It is conceived that the trust imposed by the Duke indenture cannot be discharged by the mere instruction of the student in the rules and principles of law which have received acceptance in a single state or in common law jurisdictions generally. The case method of legal education, as employed in the School of Law, by compelling analysis of judicial opinions and inquiry into the various legal and non-legal considerations underlying them, acquaints the student not only with legal doctrine, but also with the judicial process and the rôle of the courts as creative agencies in social development.

The curriculum has been arranged with a view to insuring not only a balanced selection of courses in the first two years of study, but also an opportunity for some degree of specialization in the third year so that by intensive work in a single field the student may acquire a degree of mastery of its problems. The increasing interrelation of the economic and political problems in the life of the nation and the consequent responsibility of the lawyer in effecting the necessary adjustments are recognized in an ample offering of courses in Public Law, in which special consideration is given to the work of the legislative and administrative agencies of government.

To provide scope for creative work by the student, seminar courses and the courses in Current Decisions are offered. To achieve balance between intellectual discipline and that practical training which the young lawyer is otherwise left to obtain at the expense of his clients, courses are offered in Research and Briefing and Practice Court, and the third-year class participates in the work of the Legal Aid Clinic, described below.

Through the organization of the student body in a Bar Association, a medium is afforded for extra-curricular activity designed to awaken in the student a sense of his responsibilities as a member of his profession and to familiarize him with a type of organization through which some contribution to the well-being of his profession and society may be made.

The courses of study offered in the School of Law are described at pages 28 to 36 of this Bulletin.

THE LAW SCHOOL BUILDING

The law building, like all other structures on the main campus of Duke University, is in Tudor Gothic style of colorful Cambrian stone from the Duke University quarries. It was occupied by the School of Law, for the first time in September, 1930. In it are classrooms, seminar rooms, offices for faculty and staff, quarters for a Legal Aid Clinic, a Department of Legislative Research and Drafting, the Duke Bar Association, a court room equipped for trial court and appellate court sessions, and the law library.

THE LAW LIBRARY

The Law Library contains a collection of more than fifty-two thousand volumes and is the largest law school library in the South. It consists of American and English statutory and case law; a collection of Continental Law materials; treatises, digests, encyclopedias; the various selected case series; a comprehensive collection of legal periodicals; publications in the fields of history, economics, government, and the other social sciences, supplemental to the strictly legal materials; and a special collection of legal biographical material. The library subscribes to every current legal periodical of general interest printed in the English language.

There are several thousand additional volumes of a legal nature in the main library building, immediately adjoining the Law School, as well as the general collection of over three hundred thousand volumes, which includes government documents and works on the social sciences, to all of which the law students and faculty have convenient access.

LEGISLATIVE RESEARCH AND DRAFTING

The Department of Legislative Research and Drafting has been organized to serve as a legislative reference and drafting bureau, wherein students of legislation may obtain actual experience and training in the drafting of statutes and the research work incident thereto. The Department's activities include not only the preparation of bills and the investigation of facts on which particular legislation is predicated, but also the making of studies on subjects connected with legislative policy. Its services are availed of by legislators and others interested in legislative projects before the national and the various state and local governments. The Department sponsors no measures, but seeks to aid in the improvement of the form and substance of statute law.

THE LEGAL AID CLINIC

A Legal Aid Clinic was organized at the School of Law in 1931 under the direction of Professor John S. Bradway, Secretary of the National Association of Legal Aid Organizations, who had directed similar undertakings in Philadelphia and Los Angeles. The purpose of the Clinic is twofold: to provide legal assistance for indigent persons, and to acquaint the student, by direct contact under faculty supervision, with certain of the problems of "law in action" which may escape emphasis in the study of "law in books." The student is obliged to synthesize his theoretical knowledge in applying it to concrete situations which may often cut across course boundaries. He is trained in the technique of fact-gathering, the strategy of a law suit, the handling of clients, and the management of a law office. A handbook and case materials relating to such problems have been prepared to study in conjunction with work in actual cases. The practice in the Clinic is of a sort calculated to stress the ethical responsibilities of the lawyer and the social implications of his work. The latter aspect of this work is developed further by contacts established between the Clinic and various agencies of social welfare in the State.

The Legal Aid Clinic is in effect a large well-rounded law office offering the student experience in interviewing clients, preparing cases for adjustment or for trial in court, briefing, investigation of facts and other tasks familiar to the practicing

attorney. Between two hundred and three hundred cases a year are received by the Clinic. Only those applicants who are unable to pay counsel fees and only those cases where there is no opportunity for a contingent fee are accepted by the Clinic.

The activities of the Clinic are centered in a suite of offices in the Law School Building. In addition to the Director, a staff of four members of the North Carolina State Bar assist in the educational activities of the Clinic and represent its clients in court proceedings. Work in the Legal Clinic is required of members of the third year class.

THE PRACTICE COURSE

The practice course in the School of Law is under the direction of Judge T. D. Bryson, for eight years Judge of the Superior Court from the Twentieth Judicial District of North Carolina. The object of the course is to offer third-year students an opportunity to visualize by actual experience the application of the principles of law imparted in other courses.

The course features trial court practice in both civil and criminal actions, appellate practice, the drawing of contracts and wills, making abstracts of title, and drafting of other legal papers incident to the work of the active legal practitioner. In order that the work may correspond to the work of a trial court, a court room with the usual appointments, including judge's bench, jury box, stenographer and clerk's desk, bar, etc., has been provided.

LEGAL PERIODICALS

The School of Law publishes a quarterly, *Law and Contemporary Problems,* under the editorship of Professor Cavers. This periodical, now in its second volume, presents in each issue a symposium on a problem of current legal importance, in which the interrelated social and economic, as well as legal, factors are discussed by writers of competence in these respective fields. Where student research may contribute to the understanding of the legal aspects of such problems, student writings are accepted for publication. The topics discussed in the first volume of *Law and Contemporary Problems* are "The Protection of the Consumer of Food and Drugs," "Low-Cost Housing and Slum Clearance," "Agricultural Readjustment in

the South: Cotton and Tobacco," and "Extending Federal Powers over Crime."

This periodical is designed primarily to acquaint the lawyer of broad interests and the student of law with the law's relation to the complex problems of today, not only to aid him as a leader of the Bar in contributing to their solution, but to assist him in appraising the situations underlying questions of modern practice.

Law and Contemporary Problems has met with an encouraging response in its first year. Subscriptions have been received from forty-four states. In addition to lawyers and law libraries, it counts many interested laymen and public and general university libraries among its subscribers. Issues have been frequently and favorably reviewed, and articles reprinted in other journals. It has been used as a source of material for university study.

The Duke Bar Association began in 1933 the publication of the *Duke Bar Association Journal* in which appear reports of addresses made before the Association by distinguished guests, proceedings of the Association at its regular meetings, and items of interest concerning the School. To afford a medium for the publication of the student notes and comments on recent important decisions prepared in the Current Decisions course without necessitating the inclusion in the quarterly of the department of student work usual in "law reviews," the *Journal* publishes such notes and comments as are deemed by the editors to be of special merit. Professor Cavers serves as adviser to the student editorial board of the *Journal*.

THE DUKE BAR ASSOCIATION

The Duke Bar Association was established in the spring of 1931. It is composed of all the students of the Law School and is organized along the lines of the American Bar Association. Its purpose is to introduce the student to the problems considered by the bar in professional organizations and to develop in the student feelings of professional consciousness and professional responsibility. It publishes the *Duke Bar Association Journal* described in the preceding section. Its activities are carried on by the students with the coöperation of Professor H. C. Horack of the Law Faculty as adviser.

III. GENERAL INFORMATION

MATRICULATION, REGISTRATION, AND ENROLLMENT

On the day of registration, September 17, 1935, the applicant must obtain from the Dean of the Law School an admission card, indicating that he is entitled to register. Registration is conducted in the law building. All students, both old and new, are required to register at the beginning of each semester, at which time class schedule and course cards must be filled out and approved. Instruction will begin for all classes on Thursday, September 19, 1935.

FEES AND EXPENSES

Tuition and registration fees are due at the beginning of each semester. The matriculation fee is $25.00 a semester. The tuition fee is $100.00 a semester. A damage fee of $1.00 is collected at the beginning of the first semester only, an athletic fee of $5.00 at the beginning of each semester, a library fee of $5.00 each semester, and a medical fee of $5.00 each semester.

The payment of the medical fee entitles a student to full medical and surgical care, with the exceptions noted below. This service is under the direction of the university physician with the coöperation of the staff of Duke Hospital. It includes hospitalization, medical and surgical care, drugs, dressings, x-ray studies, and ward nursing. A charge for board is made at the same rate as in the university dining halls, and student meal tickets for these halls are accepted in payment of this board. Refraction of eyes, treatment of teeth and of all chronic conditions, such as the removal of diseased tonsils, are not included in this service. The cost of any necessary braces and orthopedic appliances as well as of special nursing must be borne by the student.

Payment of the athletic fee entitles the student to admittance to all athletic events on the campus. The graduation fee, payable by all students to whom a degree is awarded, is $10.00. Board may be secured at approximately $25.00 per month at the Union. Furnished double rooms may be secured in the

dormitories of the University, at $62.50 per person per semester; a very limited number of double rooms are available at $30.00 and $50.00 per person per semester. These charges include light, heat, water, and janitor service but do not include pillows or bed clothing of any kind. The cost of law books will average, through the three years, between $20.00 and $30.00 per semester.

Limited funds have been provided out of which small loans may be made to tide students over temporary financial emergencies arising during the course of the school year. These funds are administered by a Committee of the Faculty.

SCHOLARSHIPS

A limited number of scholarships covering tuition and matriculation fees (approximately $250.00) are available for graduates of approved American universities and colleges who are in need of such assistance. Applicants must have made excellent records in their college work and must show unusual promise of success in the study of law.

These scholarships are awarded on a competitive basis. Applications therefor should be presented before April 1 to the Dean of the Law School, together with a transcript of college work and letters of recommendation from responsible school or other public officials, certifying to the character and fitness of the applicant.

Scholarships are, in addition, granted each year to the three students with the best scholastic records in the first and second year classes. Under this plan scholarships were awarded for 1934-35 to the following members of the first year class of 1933-34: Horace Leland Bomar, Jr., Spartanburg, S. C.; Edward Rubin, Los Angeles, Calif.; and Harry Goldstein, Providence, R. I.; and to the following members of the second year class in that year: Erle Pettus, Jr., Birmingham, Ala.; Morris William Adelson, Baltimore, Md.; and James Mullen, Dothan, Ala.

AWARDS

Willis Smith Prize. Willis Smith, a member of the Raleigh Bar and Chairman of the Law School Committee of the Board of Trustees of Duke University, awards each year to that member of the graduating class of the Law School who has main-

tained the highest scholastic average during the entire three years of law school work, a prize consisting of a set of books selected personally by Mr. Smith each year for that purpose. The winner of the prize for 1931-32 was Jeter S. Ray, Newport, Tenn., for 1932-33, William B. McGuire, Jr., Franklin, N. C., and for 1933-34, Robert Gilpin Seaks, Harrisburg, Pa.

ORDER OF THE COIF

A chapter of the Order of the Coif, a national legal scholarship society, has been established at Duke University School of Law. Its purpose is "to foster a spirit of careful study and to mark in a fitting manner those who have attained a high grade of scholarship." Election is restricted to the ten per cent of the senior class who have attained the highest rank in their law school work. Those receiving this honor in the graduating class of 1934 were Charles Springs Murphy, Durham, N. C.; Paul Hampton Sanders, Sherman, Texas; and Robert Gilpin Seaks, Harrisburg, Pa.

CONDUCT OF STUDENTS

The University expects of its students loyal and hearty coöperation in developing and maintaining high standards of conduct as well as of scholarship. The University therefore reserves the right, and matriculation by the student is a concession of this right, to ask the withdrawal of any student whose conduct at any time is not satisfactory to the University, even though no specific charge be made against the student.

RECREATIONAL FACILITIES

The University is located several miles from the business district of Durham on wooded hills constituting part of the five thousand acre Duke Forest which is maintained by the University Department of Forestry. Within a short distance from the campus are facilities for golf, horseback riding, and woodland hiking. Students of the Law School are entitled to the use of the University gymnasium, tennis courts, swimming pool and similar privileges without cost. These activities are available the year round in the mild climate of the Piedmont section of North Carolina. In addition to concert programs, recitals, and lectures, motion pictures are shown in the campus auditorium twice a week.

IV. ADMISSION OF STUDENTS

DIRECTIONS TO APPLICANTS FOR ADMISSION

Applications should be made on the prescribed Law School application blanks which will be sent upon request. Each application for regular or advanced standing must be accompanied by a complete transcript of record and evidence of graduation or honorable withdrawal from the institution from which credit is offered. To the application blank should be attached a recently made personal photograph.

Whenever possible, the Law School will arrange for a personal interview between the applicant and a representative of the University. In all cases where a personal interview is not practicable, letters from responsible persons, certifying to the character and ability of the applicant, are required. It is desired that students may be selected who give promise of leadership in some of the various phases of professional activity. It is recognized that such selection is difficult. However, graduation from Duke University School of Law is intended to constitute evidence of capacity for superior work in some branch of the profession of law. Applicants for admission and their sponsors are requested to keep this fact in mind.

REQUIREMENTS FOR ADMISSION

Any person may be admitted as a candidate for the degree of Bachelor of Laws (1) who is a graduate of a college of approved standing, or (2) who has completed in a college of approved standing work equivalent in number of units to three-fourths of that required for graduation and whose college work in its entirety shows an average grade equal to that required for graduation (the requirement in each case being determined by the regulations of the college where the work was taken).

COMBINED COURSE

Arrangements have been made with some colleges for students, who have completed therein three years of arts college work, to enter the Law School of Duke University and upon

the satisfactory completion of the first year of law school work to receive their bachelor of arts degrees from such colleges. It is suggested that students, desiring to enter Duke University School of Law, make inquiry of the proper college authorities regarding this point.

A student in either of the liberal arts colleges of Duke University may complete in six years a combined course wherein he will have received his academic degree and also the degree of Bachelor of Laws. This arrangement is made possible under the following recommendations of the faculty of the arts colleges:

> Students who have completed with not less than a C average at least 96 semester-hours of undergraduate work in the pre-legal group of studies in Duke University may on the approval of the Dean of the Undergraduate College transfer to this Law School and become eligible for the Bachelor's degree on the satisfactory completion of the full twenty-six semester-hours of work of the first year class in this school.
>
> It is understood that this provision shall apply solely to eligible Duke University undergraduates, and that not less than the full first-year's work of the Law School will be acceptable for credit towards the Bachelor's degree.

ADMISSION TO ADVANCED STANDING

Any person, who has complied with the requirements for admission set forth on the preceding page prior to the commencement of his law study, who shall present evidence of the satisfactory completion of any part of the curriculum of the law school at any law school which is a member of the Association of American Law Schools, and who is eligible for readmission to the law school from which he proposes to transfer, may be admitted to advanced standing, subject to such rules as would be applicable to students in this school having a comparable scholastic record. Provisional credit for courses so completed shall be given, final credit for such work to be conditioned on the completion of at least one full year of law study in this school with an average of at least five points above the passing grade. Adjustment of credit for work done in such other law schools shall be by vote of the Faculty.

CANDIDATES FOR GRADUATE DEGREES

Applications for admission to graduate study should be addressed to the Dean of the Law School and should include transcripts of records of legal and pre-legal work. For the requirements for the graduate degrees see pages 26 and 27.

Further information will be sent upon request. Please address

THE DEAN OF THE LAW SCHOOL
DUKE UNIVERSITY
Durham, North Carolina

V. REQUIREMENTS FOR BACHELOR OF LAWS DEGREE—STUDENT PROGRAMS

BACHELOR OF LAWS DEGREE

Upon favorable recommendation of the Faculty, the degree of Bachelor of Laws will be conferred on students who shall have successfully completed three years' study of law, the last full year of work immediately preceding the granting of such degree having, except under extraordinary circumstances, been completed in this school.

A student shall be deemed to have completed successfully three years' study of law if he has:

(1) secured a passing grade in courses aggregating the number of semester-hours in the first-year program of study plus forty-eight semester-hours,

(2) secured in every required course a grade not requiring repetition thereof, and

(3) secured an average grade at least five points above passing in all work taken other than first-year courses, or, if such grade is lower than that above specified, an average grade of five points above passing in all work taken.

Students who shall have spent only their third year of study in residence in this school must have received an average grade at least five points above passing for that year.

Students enrolled as special law students may be granted this degree on special vote of the Faculty.

THE FIRST YEAR PROGRAM

All of the first-year courses are required for graduation, and no second- or third-year courses may be elected until the student has secured grades not requiring repetition of any first-year courses or has made provision for the completion thereof.

Subject	*Hours per semester*	
Contracts and Quasi-Contracts	4	3
Criminal Law and its Administration	2	2
Torts	3	3
Orientation and Introduction to Procedure	2½	
Chattel Transactions		3
Possessory Estates		2
Legal Bibliography	1½	
	13	13

SECOND AND THIRD YEAR PROGRAMS

The course in Research and Briefing is required of those second-year students who have not been selected to take the course in Current Decisions I. The course in Legal Aid Clinic is required of those third-year students who have not been selected to take the course in Current Decisions II. The course in Legal Ethics is required of all third-year students. For descriptions of the content of these courses, see pages 28-36.

With the exceptions noted above, all courses offered for the second and third years are elective. For the guidance of second-year students in 1935-36, the Faculty recommends the inclusion of the following courses in their programs of study:

Subject	*Hours per semester*	
Bills and Notes		2
Security Transactions	2	2
Equity	2	2
Trusts	2	2
Business Associations I		3
Constitutional Law	3	2
Land Transactions	3	
Pleading (Prerequisite to Practice)	2	1
Research and Briefing	1	1
	15	15

Of the remaining courses open to second-year students, those listed below are suggested as most suitable for study in that year, but it should be distinctly understood that the courses in this list are not suggested as either more or less suitable for study in the third year than those not included herein. In the selection of courses in addition to, or in substitution for, those recommended above, the student should consult the course

groupings appearing at another place in this Bulletin, so that he may choose those courses which will contribute most directly to his work in the field of study to which he wishes to devote his major efforts in the third year. The student intending to enter the general practice of law is cautioned, however, not to sacrifice, through undue concentration, the acquisition of a broad foundation for his subsequent activities.

Subject	*Hours per semester*	
Agency	2	
Criminal Procedure		2
Family Law	2	
Future Interests		3
Landlord and Tenant	2	
Municipal Corporations	2	
Public Utilities	2	2
Wills and Administration of Estates		3

VI. GRADUATE WORK IN LAW

GRADUATE DEGREES

The School of Law confers two graduate degrees, the degree of Master of Laws (LL.M.) and the degree of Doctor of Juridical Science (S.J.D.).

REQUIREMENTS FOR ADMISSION TO GRADUATE STUDY

Any person who shall have received the first degree in law from a law school qualified for membership in the Association of American Law Schools and whose college course and law course combined shall have occupied at least six years, may be admitted as a candidate for the degree of Master of Laws. In exceptional cases an applicant who does not meet all the above requirements may, on vote of the Faculty, be admitted to candidacy for this degree where he is able to demonstrate that he is specially qualified, as by reason of practice or teaching.

Any person holding the degree of Master of Laws from this or any other law school which is qualified for membership in the Association of American Law Schools may be admitted as a candidate for the degree of Doctor of Juridical Science.

THE DEGREE OF MASTER OF LAWS

Upon favorable recommendation of the Faculty, the degree of Master of Laws will be conferred on students who have successfully completed during a period of residence at this school totalling at least one year the course of study prescribed for them by the Committee on Graduate Study.

The Course of Study. The course of study leading to this degree is designed to provide for the needs of two classes of students: (1) graduates of approved law schools who desire a fourth year of study for the purpose of undertaking an intensive study of some specialty, or who desire to broaden their legal education through the study of such subjects as jurisprudence, legal history, Roman law, and comparative law; (2) graduates of approved law schools who desire to teach law or

engage in legal research and who intend to become candidates for the degree of Doctor of Juridical Science.

One year of resident study is required for the degree of Master of Laws. No thesis is required. The course of study is prescribed by the Committee on Graduate Study after consultation with the individual student. Opportunity will be afforded the student to include in his program such second- and third-year law courses, not already completed, as are desirable for the rounding out or supplementing of his previous training. In some cases courses in other departments of the University may be included. In the case of students whose interest lies in further preparation for practice, the course will normally include registration in subjects totaling twelve hours each semester. In the case of students interested primarily in legal research, a lighter schedule, so far as enrollment in formal courses is concerned, may be arranged. In cases where less than twelve hours' work is prescribed for either semester the Committee on Graduate Study may require that the student complete the work undertaken with a grade considerably higher than that required of candidates for the first degree in law.

THE DEGREE OF DOCTOR OF JURIDICAL SCIENCE

Upon favorable recommendation of the Faculty, the degree of Doctor of Juridical Science will be conferred on those holders of the degree of Master of Laws who, after an interval of at least one year following the awarding of the Master's degree, complete and submit an essay or series of essays considered by the Faculty to be of distinguished character. Students who have received the degree of Master of Laws from another law school must thereafter spend at least one year in residence at this school and must complete a course of study or research prescribed by the Committee on Graduate Study to be eligible for this degree.

VII. COURSES OFFERED

1. GENERAL COURSES

Orientation and Introduction to Procedure. Introduction to civil remedial law, comprising a study of the early development of the common law courts and their procedure; the forms of action; the rise of remedies in equity; courts of law and equity under modern codes; the State and Federal court systems. The course also includes a series of eight orientation lectures by members of the faculty. Selected cases and materials. Four hours a week the first four weeks; two hours a week thereafter, first semester. PROFESSOR BOLICH

Torts. Liability in damages for injuries to person and property inflicted intentionally, negligently, or innocently; justification and excuse; contributory negligence; proximate cause. Liability for false representations, defamation, inducing breach of contract, interference with business relations, unfair competition, strikes, etc. Bohlen, *Cases on Torts* (3d ed.). Three hours a week throughout the year.

PROFESSOR LOWNDES

Equity. Powers of Courts of Equity and principles governing their exercise, with special emphasis on injunctions, general scope of the remedy of specific performance; part performance and the Statute of Frauds; defences to specific performance; bills of peace, interpleader, *quia timet,* and to remove cloud on title. Cook, *Cases on Equity,* one volume edition (2nd ed.). Two hours a week throughout the year.

PROFESSOR HORACK

Trusts. Trust distinguished from other relationships; methods of creating and capacity and intention to create a trust; the trust property and the parties to the trust; charitable trust; resulting and constructive trusts; relation between the trustee and the beneficiary; the administration of the trust; liability of the trustee to third persons; transfer of the beneficiary's interest; termination of a trust. Scott, *Cases on Trusts* (2d ed.). Two hours a week throughout the year.

PROFESSOR LOWNDES

Conflict of Laws. A study of the territorial jurisdiction of courts, the enforcement of foreign judgments, and the problems arising when the operative facts of a case are connected with jurisdictions having different rules of law. Lorenzen, *Cases on Conflict of Laws* (3rd ed.). Three hours a week, second semester. PROFESSOR CAVERS

Family Law. Cases are studied dealing with problems of the contract to marry, the breach of the contract, marriage, its requisites, and the elements which may render it invalid, separation, divorce, and interna-

tional jurisdiction over the marriage relationship. McCurdy, *Cases on Domestic Relations* (1st ed.), supplemented by additional case material. Two hours a week, first semester. PROFESSOR BRADWAY

Family Law Seminar. Specific legal problems in the field of family law are considered. In addition, the whole problem of family relations is studied from various standpoints. Students read and report on some of the modern material regarding marriage. Written reports are required from the students at the end of the year dealing with some aspect of the law in its effort to cope with the changing background of the family. The student is encouraged to develop an understanding of the problem of domestic relations sufficient to enable him to make contributions of a constructive nature toward the solution of the problem during his career as a member of the bar. Prerequisite, Family Law. Two hours a week, second semester. PROFESSOR BRADWAY

North Carolina Statutes. A study of selected statutes of North Carolina with discussion of their application, and an analysis of the decisions of the Supreme Court of North Carolina construing them. Two hours a week, first semester. PROFESSOR BRYSON

Legal Bibliography. A historical study of the development of law books with particular emphasis upon the more important sets and classes of volumes, together with actual practice in the use of the books themselves for the purpose of developing facility in legal research. One and one-half hours a week, first semester. PROFESSOR ROALFE

Research and Briefing. Individual study of selected problems, involving the use of digests, encyclopedias, selected case reporter series, index to legal periodicals, etc.; the marshalling of authorities and preparation of trial and appellate court briefs. Required of all second-year students except those selected for Current Decisions I. Selected materials. One hour throughout the year, in two sections.
ASSISTANT PROFESSOR W. FULLER

Current Decisions I. In the first semester, instruction is given in the preparation of comments on appellate court decisions by means of class analysis and criticism of comments published in law reviews and similar comments prepared by the class. In the second semester, each student, after thorough research and consultation with faculty members, prepares two comments on decisions selected by the class from advance sheets. Open only to, and, if elected in lieu of Research and Briefing, required of superior second-year students declared eligible by the Faculty. One hour throughout the year. PROFESSOR CAVERS AND THE STAFF

Current Decisions II. Preparation, as in Current Decisions I, of comments and longer notes on significant recent decisions. Open only to, and, if elected in lieu of Legal Aid Clinic, required of superior third-year students declared eligible by the Faculty. One hour throughout the year. PROFESSOR CAVERS AND THE STAFF

2. BUSINESS COURSES

Contracts and Quasi-Contracts. Offer and acceptance; consideration; contracts under seal; conditions; impossibility; repudiation; remedies for breach; discharge of contractual duties; third party beneficiaries; assignment; joint contracts; illegal bargains; the statute of frauds. Corbin, *Cases on Contracts* (2d ed.) and mimeographed materials. Four hours a week, first semester; three hours a week, second semester.

PROFESSOR L. L. FULLER

Agency. The employment relation; conduct of business by representatives; the "principal"; forms of association; limited liability. Steffen, *Cases on Agency.* Two hours a week, first semester.

PROFESSOR L. L. FULLER

Business Associations I. A study of the legal and economic problems involved in the formation of business associations, with special emphasis on private corporation and partnership problems; the internal organization of such associations; the assembling of funds; the control and management of the going concern; the distribution of its profits or losses and the termination of the enterprise. Frey, *Cases on Business Associations.* Three hours a week, second semester.

ASSISTANT PROFESSOR W. FULLER

Business Associations II—Finance. An advanced study of long term assembly of funds and goods of business organizations; the types of securities and their provisions; the methods of acquisition of goods, funds, and other property and the marketing of securities, and the bearing thereon of recent federal legislation. Prerequisite, Business Associations I. Douglas and Shanks, *Cases and Materials on Business Units —Finance.* Three hours a week, first semester.

ASSISTANT PROFESSOR W. FULLER

Business Associations III—Corporate Reorganization. A detailed consideration of selected activities of business associations with special reference to the reorganization of private corporations in equity and in bankruptcy. Douglas and Shanks, *Cases and Materials on Corporate Reorganization,* and selected materials.

ASSISTANT PROFESSOR W. FULLER

(Not to be offered 1935-1936.)

Bills and Notes. Negotiable and non-negotiable notes, bills of exchange, and checks; the legal effects of negotiability; the liabilities of primary and secondary parties; payment and discharge. Problems arising from the use of accommodation paper are not treated in this course but are taken up in Security Transactions. Britton, *Cases on Bills and Notes* (2d ed.). Two hours a week, second semester.

PROFESSOR BILLIG

Chattel Transactions. Property in chattels, application of the concepts of possession and title in the law of personal property; transfer of

chattels by bailment, gift and sale; contracts of sale; warranties; rights and remedies of the buyer and seller. Problems of sales financing are not considered in this course but are reserved for the course in Security Transactions. Woodward, *Cases on Sales* (3d ed.), and selected materials. Three hours a week, second semester. PROFESSOR BILLIG

Security Transactions. Security in personal property, sales financing by means of chattel mortgages, conditional sales, pledges, trust receipts and letters of credit; contracts of suretyship and guaranty, use of accommodation paper; mortgages and other forms of security in land. Since this course is designed to precede Creditors' Rights it is strongly urged that it be taken in the second year. Hanna, *Cases on Security.* Two hours a week throughout the year. PROFESSOR BILLIG

Creditors' Rights. A comparative study of the several methods which may be used in administering the estate of an insolvent debtor—assignment for the benefit of creditors, including compositions; receivership in equity, state and federal; bankruptcy, with particular attention paid to recent amendments of the National Bankruptcy Act. Some attention also will be paid to seizure of the debtor's property by attachment, garnishment, execution, and suits to set aside fraudulent conveyances. Billig and Carey, *Cases on the Administration of Insolvent Estates.* Three hours a week, first semester. PROFESSOR BILLIG

Insurance. The function and theory of insurance; personal insurance (life and accident); property insurance; insurable interest; warranties and representations; assignment; waiver and estoppel. Goble, *Cases on Insurance,* and assigned readings in automobile, group, and industrial life insurance. PROFESSOR L. L. FULLER

(Not to be offered 1935-1936.)

Public Utilities. See Public Law Courses, page 34, for description. Two hours a week throughout the year.

ASSISTANT PROFESSOR W. FULLER

Seminar in Trade Regulation. See Public Law Courses, page 34, for description. Admission to the seminar and hours and credit to be arranged with the instructor subject to approval by the Committee on Graduate Study. PROFESSOR MAGGS

3. PROPERTY COURSES

Possessory Estates. Historical introduction to real property with a detailed consideration of the modern law of possessory estates in land, including the fee simple, the fee tail, the life estate, the estate for years, concurrent estates, and the incidents of possessory ownership relative to water, lateral and subjacent support, and air. Powell, *Possessory Estates* (1933 ed.), and selected materials. Two hours a week, second semester. PROFESSOR BOLICH

Land Transactions. Form and delivery of deeds; description in deeds; adverse possession and acquiescence; effect of recording acts; contractual protection against defects in title; methods of enlarging or restricting the rights and privileges of landowners; marketability of title. Handler, *Cases on Vendor and Purchaser.* Three hours a week, first semester.
PROFESSOR CAVERS

Landlord and Tenant. Treatment of certain incidents of the modern law of leases relating to business, residential and agricultural properties, including the creation of leases, their general characteristics, possession, transfer, covenants, rents, security devices, and termination. Jacobs, *Cases and Materials on Landlord and Tenant* (1932 ed.). Two hours a week, first semester. PROFESSOR BOLICH

Future Interests. Future interests in real and personal property; reversions; vested and contingent remainders; executory interests; rights of entry; possibilities of reverter; gifts to classes; powers; perpetuities; interpretation of wills and deeds as affecting the validity and characteristics of the interests created thereby. Powell, *Cases on Future Interests.* Three hours a week, second semester. PROFESSOR BOLICH

Seminar in Real Property. This course is designed for graduate students, and will be offered only upon recommendation of the Committee on Graduate Study. Hours and credit to be arranged with the instructor upon approval of said committee. PROFESSOR BOLICH

Wills and Administration of Estates. Statutory schemes for the descent and distribution of intestate property; limitations upon liberty of testation; execution and revocation of wills; the will contest; appointment of personal representatives; their powers and duties in collection of assets, payment of debts, and distribution of decedents' estates; powers and duties of personal representatives and trustees in management of estates, including control of investments, allocation of receipts to principal or income; accounting and compensation. Mechem and Atkinson, *Cases on Wills and Administration.* Three hours a week. Second semester. PROFESSOR MCDERMOTT

Trusts. See General Courses, page 28, for description. Two hours a week throughout the year. PROFESSOR LOWNDES

4. PUBLIC LAW COURSES

Criminal Law and Its Administration. Sources of criminal law; the nature of crime; criminal act and intent; specific offenses; defenses involving the mental state; defenses in justification or excuse; privileged acts; and parties in crime. Mikell, *Cases on Criminal Law* (2d ed.). Two hours a week throughout the year. PROFESSOR MCDERMOTT

Criminal Procedure. See Procedure and Practice Courses, page 35, for description. Two hours a week, second semester. PROFESSOR BRYSON

Federal Jurisdiction and Procedure. See Procedure and Practice Courses, page 35, for description. Two hours a week, second semester.
PROFESSOR BRYSON

Constitutional Law. Judicial protection against arbitrary governmental action; the history of the notion of a "higher law"; the concepts applied and the constitutional clauses relied upon; the development and application of particular doctrines protecting from arbitrary governmental action individuals with respect to their persons and individuals and corporations with respect to their property and business activities. The division of fields of control between the federal and the state governments. McGovney, *Cases on Constitutional Law* (2d ed., if issued), and mimeographed materials. Three hours a week, first semester; two hours, second semester. PROFESSOR MAGGS

Administrative Law. Quasi-legislative and quasi-judicial functions of administrative tribunals, boards and officers. Constitutional limitations, growing out of the doctrine of the separation of powers and the doctrine of the non-delegability of legislative power, upon the creation and allocation of administrative functions. Practice and procedure before administrative tribunals, boards, and officers; constitutional limitations upon administrative procedure. Judicial control and review of administrative orders and decisions. Constitutional Law is prerequisite. Frankfurter and Davison, *Cases on Administrative Law*, and selected materials. Two hours a week throughout the year. PROFESSOR MAGGS

Legislation. The interpretation of statutes; the subject-matter and purpose of the statute; the context; associated words; parts of the statute in relation to the whole; extrinsic aids; statutes in relation to other statutes; statutes in relation to the common law; the applying of statutes; the operation and effect of statutes. Prerequisite, Constitutional Law. DeSloovere, *Cases on Interpretation of Statutes.* Two hours a week, first semester. PROFESSOR MCDERMOTT

Legislation Seminar. Special study and research with respect to specific legislative problems and projects, involving a complete survey of the nature and mechanics of the legislative process. Prerequisite, Legislation. Selected materials. Two hours a week, second semester.
PROFESSOR MCDERMOTT

Municipal Corporations. The nature of municipal corporations; their external constitution; their internal constitution; their powers; their liabilities; remedies for and against municipal corporations. Seasongood, *Cases on Municipal Corporations.* Two hours a week, first semester.
PROFESSOR MCDERMOTT

Municipal Corporations Seminar. Special study and research with respect to certain legal problems arising in connection with local governmental units, including the organization of cities, districts and counties, their legal functions, their bond issues and liabilities thereon, and modes

of enforcing remedies. Prerequisite, Municipal Corporations. Selected materials. Two hours a week, second semester.

PROFESSOR MCDERMOTT

Public Utilities. A consideration of the whole law of public service as applied to public utilities generally. Especial attention is given to the problems of valuation and rates, and to the regulation of public utilities by administrative commissions. Case book to be announced. Two hours a week throughout the year. ASSISTANT PROFESSOR W. FULLER

Taxation. The principal taxes are considered. Special stress is laid upon the federal tax system and the major federal taxes are analyzed in some detail. The course includes the constitutional law of taxation, both in its broader aspects and in its narrower incidence upon the particular types of taxes. Maguire and Magill, *Cases on Taxation,* and selected materials. Two hours a week throughout the year.

PROFESSOR LOWNDES

Seminar in Trade Regulation. A survey of the federal anti-trust laws, and the work of the federal trade commission, of state laws regulating business and business practices, and of the Roosevelt legislation and its workings. Selected materials. Admission to the seminar and hours and credit to be arranged with the instructor subject to approval by the Committee on Graduate Study. PROFESSOR MAGGS

5. JURISPRUDENCE COURSES

Jurisprudence and Legal Method. The course includes a study of the general suppositions underlying legal method, including theories of the nature of law and of its ends. In addition, a detailed study will be undertaken of certain intellectual devices which have become accepted adjuncts of the traditional technique: presumptions, fictions, the separation of questions into those of law and those of fact, legal concepts such as "title," "right," "intent," etc. Especial emphasis will be placed on modern studies in the methodology of science. Three hours a week, second semester. PROFESSOR L. L. FULLER

Legal History. A study of the development of fundamental English and American legal institutions, followed by a historical consideration in detail of certain doctrines of the common law. Goebel, *Cases and Materials on the Development of Legal Institutions,* and selected materials. Three hours a week, first semester. PROFESSOR BOLICH

Seminar in Legal History. This course is designed for graduate students, and will be offered only upon recommendation of the Committee on Graduate Study. Hours and credit to be arranged with the instructor upon approval of said committee. PROFESSOR BOLICH

(Not to be offered in 1935-1936.)

Roman Law. Historical survey of the development of the main institutions of Roman private law, followed by a more detailed study of the

Roman law of obligations, and its pertinence to Anglo-American law. Selected texts and materials in translation. PROFESSOR L. L. FULLER
(Not to be offered 1935-1936.)

6. PROCEDURE AND PRACTICE COURSES

Orientation and Introduction to Procedure. See General Courses, page 28, for description. Four hours a week the first four weeks; two hours a week throughout the year. PROFESSOR LOWNDES

Criminal Procedure. A survey of the principles of criminal procedure as applied in the American courts. The leading proposals in the current reform movement are considered. Keedy, *Cases on Administration of the Criminal Law.* Two hours a week, second semester.
PROFESSOR BRYSON

Federal Jurisdiction and Procedure. The distribution of judicial power between state and nation, with a detailed study of the jurisdiction and work of the Supreme Court of the United States and the several inferior federal courts, and the practice and procedure in those courts. Casebook to be announced. Two hours a week, second semester.
PROFESSOR BRYSON

Legal Ethics. A consideration of adjudicated cases, the Canons of Ethics of the American Bar Association, together with decisions by committees of lawyers of different bar associations throughout the United States, and the observation of moralists. Attention is given to the history of the legal profession and to modern problems of reform in the administration of justice. Required of all third-year students. Selected materials. One hour a week, first semester.
PROFESSOR BRADWAY

Legal Aid Clinic. Students under supervision of qualified attorneys and in coöperation with the members of the Durham Bar, the court officials, and social agencies in the community, engage, so far as students may, in the actual handling of cases from the first moment of interviewing the client until the case is disposed of by litigation or otherwise. There are class discussions on methods of planning a campaign in a legal case, and written reports on certain aspects of the work. Students must demonstrate dependability in action and adaptability to office routine. Required of all third-year students except those selected for Current Decisions II. Two hours a week throughout the year. Two sections.
PROFESSOR BRADWAY

Pleading. Remedial law as applied in code jurisdictions. The form, theory, and classification of civil actions and special proceedings, together with a complete analysis of the several pleadings available in such actions and special proceedings. Throckmorton, *Cases on Code Pleading.* Two hours a week, first semester; one hour a week, second semester.
PROFESSOR BRYSON

Evidence. Circumstantial, testimonial, and real evidence; rules as to number and kinds of witnesses; authentication and production of documents; the hearsay rules; rules of exclusion; parol evidence rules; burdens of proof; judicial notice; reformed rules. Hinton, *Cases on Evidence*. Two hours a week throughout the year.

PROFESSOR SPEARS

Practice. The practical work of lawyers; drafting instruments; preparation of pleadings and trial briefs; the various trial methods and steps taken in the trial of the case; removal of cases from State to Federal courts; noting and perfecting appeals; the appeal briefs; procedure in the Supreme Court. Selected materials. Two hours a week throughout the year.

PROFESSOR BRYSON

Student Editorial Work. Selected students, members of the class in Current Decisions, may undertake the preparation of studies for publication in *Law and Contemporary Problems* under the supervision of the editor. Credit for this work will be given in Current Decisions.

PROFESSOR CAVERS

Bar Association Activities. Organization and Purposes of Bar Associations; consideration of problems looking toward the improvement of the legal profession; advisory work in connection with voluntary student participation in the activities of the Duke Bar Association. Not for credit.

PROFESSOR HORACK

The foregoing courses are offered for the year 1935-36, subject to such changes as may be necessary.

VIII. STUDENTS

ENROLLMENT FOR 1934-1935

FIRST YEAR CLASS

Airheart, Dorothy Lavinder Duke University, 1931-1934.	Durham, N. C.
Albrink, Frederick Stockman B.A., Oberlin College, 1934.	Napoleon, Ohio
Baird, William Jesse, II A.B., Berea College, 1934.	Berea, Ky.
Blake, Rosanna Alexander B.A., Marshall College, 1934.	Huntington, W. Va.
Brooks, Arthur Alfred B.A., Coe College, 1934.	Cedar Rapids, Iowa
Brownfield, Lyman Hugh B.A., Mount Union College, 1934.	Columbus, Ohio
Carlton, Russell Vose A.B., Kalamazoo College, 1934.	Kalamazoo, Mich.
Evans, John Stephenson A.B., Princeton University, 1934.	Montgomery, Ala.
Fay, John Richard B.S., Albright College, 1934.	Norwalk, Conn.
Fitzgerald, William Francis A.B., St. Thomas College, 1932.	Scranton, Pa.
Fleming, Stuart Swope Duke University, 1931-1934.	Columbia, Tenn.
Fox, Harold Bradley B.S., Lafayette College, 1934.	Wilkes-Barre, Pa.
Gregory, Claiborne Barksdale B.A., Duke University, 1934.	Durham, N. C.
Haley, James Meredith B.A., University of Chattanooga, 1934.	Chattanooga, Tenn.
Hardy, Leonard Rackard Duke University, 1931-1934; Rutgers University, Summer 1934.	Highlands, N. J.
Henderson, David Henry Duke University, 1931-1934.	Charlotte, N. C.
Holland, John Mack, Jr. B.S., Davidson College, 1934.	Gastonia, N. C.
Kiefer, Richard Wagner B.A., Western Maryland College, 1934.	Catonsville, Md.
Lackey, Sam Earl B.S., Millsaps College, 1934.	Forest, Miss.
Lanier, Helen Lucile B.A., Whitman College, 1934.	Walla Walla, Wash.
Leathers, Harland Francis University of Maine, 1928-1931.	Bangor, Me.

Lybrook, William Reynolds B.A., Duke University, 1934.	Advance, N. C.
McConnell, John Daniel B.S., Davidson College, 1932.	Davidson, N. C.
McCown, Hale Hastings College, 1931-1934.	Beatrice, Neb.
McGee, Charles McKay B.A., Furman University, 1934.	Greenville, S. C.
MacDonald, Frederic Sutherland Ohio State University, 1930-1931; Kent State College, 1932; Albion College, 1932-1934.	North East, Pa.
Midgett, Robert Hultz Duke University, 1931-1934.	Manteo, N. C.
Mollenkopf, Oren Jesse B.A., Mount Union College, 1934.	Petersburg, Ohio
Morgan, John Walter A.B., Ohio University, 1934.	Homestead, Pa.
Mosenson, William Lawrence B.A., Duke University, 1934.	Pittsburgh, Pa.
Murphy, Hugh Edward A.B., George Washington University, 1928; B.D., Duke University, 1931.	Durham, N. C.
Newsom, James Long Institut Sillig, Switzerland, 1930-1931; Duke University, 1931-1934.	Durham, N. C.
Nissen, Carl Hans B.A., Wesleyan University, 1934.	Meriden, Conn.
Nixon, Richard Milhous A.B., Whittier College, 1934.	Whittier, Calif.
Osborne, Kelly Paul A.B., Oberlin College, 1929.	Tannersville, Va.
Pederson, Sigrid Hermione Duke University, 1931-1934.	New York, N. Y.
Perdue, William Roscoe, Jr. A.B., Emory University, 1934.	Macon, Ga.
Phillips, Carolina Mary Duke University, 1931-1934.	Lexington, N. C.
Rankin, Forney Anderson A.B., University of North Carolina, 1934.	Belmont, N. C.
Rhyne, Charles Sylvanus Duke University, 1928-1929; 1932-1934.	Wheatland, Wyo.
Stoel, Thomas Burrows, Jr. A.B., Hobart College, 1934.	Clayton, N. Y.
Washburn, William Edward A.B., Tusculum College, 1931.	Bridgeport, Conn.
Williams, Glenn Davis B.A., Duke University, 1934.	Durham, N. C.
Winkelman, Jay William Utah Agricultural College, 1930-1933.	Mount Pleasant, Utah

SECOND YEAR CLASS

Bomar, Horace Leland, Jr. — Spartanburg, S. C.
B.A., Furman University, 1933.

Branch, William Lewis — Tucson, Ariz.
Virginia Polytechnic Institute, 1929-1930;
Marshall College, 1930-1932;
University of Colorado, Summer 1932.

Cockey, Richard Kendall — New York, N. Y.
A.B., University of Washington, 1934;
University of Washington School of Law, 1932-1933.

Cook, Franklin Henry — Vicksburg, Pa.
A.B., Bucknell University, 1933.

Cook, Robert Nevin — Vicksburg, Pa.
A.B., Bucknell University, 1933.

Davis, S. Ben, Jr. — Roxboro, N. C.
B.A., Wake Forest College, 1933.

Gibson, Fillmore Sloan — Walnut Ridge, Ark.
B.A., Duke University, 1933.

Goldstein, Harry — Providence, R. I.
A.B., Brown University, 1933.

Green, Martin Klapp — Raleigh, N. C.
B.A., Duke University, 1932.

Henderson, James MacDougall — New York, N. Y.
B.A., Trinity College, 1933.

Hiller, Russell Leon — Bernharts, Pa.
B.S. in Bus. Adm., Albright College, 1931;
Graduate School, University of Pennsylvania, 1931-1932.

Hunoval, Joseph Andreas — Irvington, N. J.
B.S. in Bus. Adm., Lehigh University, 1931.

Kellam, Edwin Clay — Princess Anne, Va.
B.A., Duke University, 1933;
University of Oklahoma School of Law, 1933.

Launders, Joseph Harold — Greenwich, Conn.
B.S., St. Lawrence University, 1932.

Loeb, Edna — Columbus, Miss.
B.A., Mississippi State College for Women, 1933.

Lundgren, Carl Raymond — New Haven, Conn.
B.A., Duke University, 1933.

McKeithan, Leland — Aberdeen, N. C.
B.A., Davidson College, 1933.

Maxwell, Mary Louise — Beckley, W. Va.
Wesleyan College, 1930-1932;
Duke University, 1932-1933.

Miller, Garnet Edward — Erwin, Tenn.
A.B., Carson-Newman College, 1934.

Miller, Murry Augustine — Portsmouth, Va.
B.A., Duke University, 1934.

Moore, Alvin O'Brien — Murfreesboro, Tenn.
B.A., Duke University, 1934.

Murphy, W. D., Jr. — Batesville, Ark.
A.B., University of Arkansas, 1933.

Myers, John Albert — Oxford, N. C.
B.A., Duke University, 1933.

Peterson, Ivar Herbert — Kettle Falls, Wash.
B.A., State College of Washington, 1933.

Rice, Leon Leftwich — Anderson, S. C.
B.A., Furman University, 1933.

Rubin, Edward — Los Angeles, Calif.
A.B., University of California at Los Angeles, 1933.

Smith, Emma Lee — Durham, N. C.
B.A., Duke University, 1928.

Taft, Edmond Hoover, Jr. — Greenville, N. C.
B.A., Duke University, 1934.

Tate, William Howard — South Bend, Ind.
Duke University, 1930-1933.

Troxler, Therman Joseph — Elon College, N. C.
B.A., Duke University, 1933.

Walker, Francis Edgar — Durham, N. C.
A.B., Bucknell University, 1932.

THIRD YEAR CLASS

Abraham, Joe Lester — Huntsville, Ala.
B.A., Vanderbilt University, 1933;
Vanderbilt University Law School, 1933-1934;
University of Michigan Law School, summer, 1934.

Adelson, Morris William — Baltimore, Md.
A.B., Washington and Lee University, 1932.

Bergeson, Rollo Holland — Sioux City, Iowa
B.A., University of South Dakota, 1932.

Booth, Roy Murphy — Pollocksville, N. C.
B.A., Duke University, 1931.

Boyd, Henry Armistead — Warrenton, N. C.
A.B., University of North Carolina, 1933;
University of North Carolina Law School, 1932-1933.

Bridges, Marcellus Jagoe — Fort Thomas, Ky.
A.B., University of Cincinnati, 1932;
University of Cincinnati Law School, 1933-1934.

Colton, John Milton, 2nd — Washington, D. C.
B.A., Lafayette College, 1932.

DuBose, Eugene Zemp — Camden, S. C.
B.A., Davidson College, 1932.

Farthing, William Patrick — Durham, N. C.
B.A., Duke University, 1932.

Funk, William Marshall — Bowling Green, Ky.
A.B., Vanderbilt University, 1932;
Vanderbilt University Law School, 1932-1933.

Grimm, Karl Joseph, Jr. — Gettysburg, Pa.
A.B., Gettysburg College, 1931.

Harmon, John Calvin, Jr. — Stumpy Point, N. C.
B.A., Duke University, 1931.

Kennon, Albert Wilson, Jr. — St. Clairsville, Ohio
B.A., Lafayette College, 1932.

Lupton, Elizabeth Taylor — Pittsburgh, Pa.
A.B., Pennsylvania College for Women, 1932.

Moore, Edward Lawson — Durham, N. C.
Duke University, 1930-1933.

Mullen, James — Dothan, Ala.
B.A., Duke University, 1932.

Murchison, Duncan Cameron — Alexandria, La.
A.B., Western Maryland College, 1932.

Orem, Nicholas, Jr. — Hyattsville, Md.
B.A., Duke University, 1932.

Peteet, Porter Weaver — Greenwood, Miss.
B.A., University of Mississippi, 1931.

Pettus, Erle, Jr. — Birmingham, Ala.
B.A., Princeton University, 1932.

Sanders, Julius Taft — Chester, S. C.
B.A., Duke University, 1932.

Sidor, Walter John — Hartford, Conn.
B.S., Trinity College, 1932.

Smith, Ora Lee — Albemarle, N. C.
B.A., Duke University, 1932.

Upchurch, Walter McGowan, Jr. — Durham, N. C.
B.A., Duke University, 1931.

UNCLASSIFIED STUDENT

Riddick, Floyd Millard — Durham, N. C.
B.A., Duke University, 1932;
A.M., Vanderbilt University, 1932.

GRADUATE STUDENTS

Heefner, Edward Siever, Jr. — Winston-Salem, N. C.
B.A., Davidson College, 1930;
LL.B., Duke University, 1934.

Kehoe, John Wixstead — Cando, N. D.
B.A., University of North Dakota, 1931;
J.D., University of North Dakota, 1934.

Lee, Robert Earl — Kinston, N. C.
B.S., Wake Forest College, 1928;
LL.B., Wake Forest College, 1928;
M.A., Columbia University, 1929.

INSTITUTIONS REPRESENTED

Albion College
Albright College
Berea College
Brown University
Bucknell University
Carson-Newman College
Coe College
Columbia University
Davidson College
Duke University
Emory University
Furman University
George Washington University
Gettysburg College
Hastings College
Hobart College
Institut Sillig—Switzerland
Kalamazoo College
Kent State College
Lafayette University
Lehigh University
Marshall College
Millsaps College
Mississippi State College for Women
Mount Union College

Oberlin College
Ohio State University
Ohio University
Pennsylvania College for Women
Princeton University
Rutgers University
State College of Washington
St. Lawrence University
St. Thomas College
Trinity College
Tusculum College
University of Arkansas
University of California at Los Angeles
University of Chattanooga
University of Cincinnati
University of Colorado
University of Maine
University of Mississippi
University of North Carolina
University of North Dakota
University of Oklahoma
University of Pennsylvania
University of South Dakota
University of Washington
Utah Agricultural College
Vanderbilt University
Virginia Polytechnic Institute
Wake Forest College
Washington and Lee University
Wesleyan College
Wesleyan University
Western Maryland College
Whitman College
Whittier College
Total, 59

STATES REPRESENTED

Alabama, Arizona, Arkansas, California, Connecticut, District of Columbia, Georgia, Indiana, Iowa, Kentucky, Louisiana, Maine, Maryland, Michigan, Mississippi, Nebraska, New Jersey, New York, North Carolina, North Dakota, Ohio, Pennsylvania, Rhode Island, South Carolina, Tennessee, Utah, Virginia, Washington, West Virginia, Wyoming. Total, 30.

GENERAL SUMMARY

First Year Class	44
Second Year Class	31
Third Year Class	24
Unclassified Student	1
Graduate Students	3
Total Enrollment	103
Total Number of Institutions Represented	59
Total Number of States Represented	30

DEGREES AWARDED IN JUNE, 1934

BACHELOR OF LAWS

Armfield, Joseph Henry, Jr.
B.A., Duke University, 1931.

Book, Abraham Benjamin
B.A., Duke University, 1930.

Bowie, Thomas Contee, Jr.
A.B., University of North Carolina, 1931; Yale University School of Law, 1931-1932.

Cleveland, Green Harp
B.A., Furman University, 1932.

Cotton, Albert Henry
B.A., Duke University, 1930.

Dewicki, John Anthony
B.A., Union University, 1930; University of Michigan Law School, 1930-1931; Catholic University of America Law School, 1931-1932.

Finley, Robert Corpening
B.A., Duke University, 1930.

Haworth, Byron Allen
A.B., Guilford College, 1928.

Mason, William Alexander
B.S., Davidson College, 1931.

Maxwell, Robert Wallace
A.B., Westminster College, 1930.

Miller, Charles Henderson, Jr.
B.A., Duke University, 1928.

Murphy, Charles Springs
B.A., Duke University, 1931.

Perrow, Mosby Garland, Jr.
A.B., Washington and Lee University, 1930.

Sanders, Paul Hampton
A.B., Austin College, 1931.

Seaks, Robert Gilpin
A.B., Gettysburg College, 1931.

Seigler, Harold Courtenay
B.A., Furman University, 1932; Furman University Law School, 1931-1932.

Vinson, Edward Robertson
A.B., Emory University, 1931.

Whitson, Joseph McDowell
A.B., Birmingham-Southern College, 1931.

Wilson, Samuel Allen
A.B., Presbyterian College, 1928.

BULLETIN
OF
DUKE UNIVERSITY

VOL. 7 MARCH, 1935 No. 3

REPORT OF THE PRESIDENT
AND REPORTS OF OTHER OFFICERS
1932-33 AND 1933-34

PUBLISHED BY
DUKE UNIVERSITY
DURHAM, NORTH CAROLINA

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OF
DUKE UNIVERSITY

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1932-33 AND 1933-34

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PUBLISHED BY DUKE UNIVERSITY
IN JANUARY, FEBRUARY, MARCH, APRIL, MAY, AND JUNE
ENTERED AS SECOND CLASS MATTER MARCH 25, 1929, AT THE POSTOFFICE
AT DURHAM, N. C., UNDER ACT OF AUGUST 24, 1912

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REPORT OF THE PRESIDENT OF DUKE UNIVERSITY

REPORT OF THE PRESIDENT OF DUKE UNIVERSITY

To the Trustees:

As President of the University I herewith submit my own report, accompanied by reports of other officers of the University, for the years 1932-33 and 1933-34. The year 1933-34 is the tenth year since the founding of the University, the Indenture of Trust by which the University was created having been signed December 11, 1924. The reports herewith submitted will give some indication of the progress that has been made in the organization of the University in this first ten-year period. It is therefore hoped that these reports may have the most careful attention of the Trustees and their several committees.

Again I am under the necessity of reporting serious losses in the ranks of the Trustees. At the meeting of the Trustees in June, 1932, C. W. Toms submitted his resignation. The Board recognizing that Mr. Toms had felt obliged to take this step because of his exacting business obligations and somewhat uncertain health regretfully accepted his resignation with the understanding that his place would not be immediately filled. In June, 1933, the place was filled by the selection of Earle W. Webb of the class of 1902. Mr. Toms came into the Board in 1901, and two years later he was made a member of the Executive Committee. W. D. Turner, a graduate in the class of 1876, was made Trustee in 1910 and served until his death November 8, 1933. J. B. Sherrill died February 28, 1934, after twenty years of faithful service. Dred Peacock, class of 1887, entered the Board in 1893 and continued in its service until March 10, 1934, when he died in the Duke Hospital after a lingering illness.

W. S. Lee, one of the original Trustees of The Duke

Endowment, died March 24, 1934. Mr. Lee was not only a Trustee but also a member of the building committee that was charged by Mr. Duke with the responsibility of erection of the buildings at the Woman's College and also on the West Campus. I have elsewhere expressed the opinion that the building committee gave to the University a construction job that has never been surpassed in the whole history of institutional building; and Mr. Lee as a great engineer and experienced builder was a very valuable member of this committee. He was also deeply interested in every other concern of the University.

Three of these men had especially long and intimate associations with Trinity College and Duke University, two of them graduates and the other bound to the institution by long and intimate ties. Governor Turner was a wise counsellor and intensely loyal to the College and to the University after its founding in 1924. Dr. Peacock had been a successful teacher and educational administrator before entering upon the practice of the law. All this rich experience he put at the service of the College and afterwards of the University. Mr. Toms, as Trustee, as member of the Executive Committee, as intimate friend and counsellor of some of the University's largest supporters, as himself a giver to its causes, has built for himself a place of great and permanent significance in the whole history of the University. To the President of the University through the vicissitudes of now nearly forty years he has been an unfailing guide, inspirer, and friend. While he is no longer a University officer, we all know that his influence in behalf of its causes will continue to be felt in the future just as in the past.

Mr. Toms, Governor Turner, and Dr. Peacock must be ranked among the outstanding North Carolinians of their generation. In the administrative affairs of Trinity College and later of Duke University I never knew any one of them

to make a mistake. They were wise and courageous and on the right side of all questions. That is to say, they were always for progress and on the side of the future. The records of men like these will serve to illustrate the importance of Boards of Trustees in the building and the ongoing of colleges and universities in America. I am taking the opportunity to stress the point here because I believe the value of the trustees of education and their services are not always or even often fully appreciated. They represent the public and they make possible the colleges and universities of varying types as they are organized and carried on in this country. The Trustees of Duke University in the past ten years have had extraordinary opportunity for service not only to one institution but to the causes of education and civilization. The launching of any new university is a difficult task. And the difficulties as well as the opportunities are greatly increased when the university is built about a well-established college with its long line of graduates and its traditional settings. That Duke University has been able to go through the first decade of its history without internal or outside upheavals or reversals is largely due to the experience and great wisdom of the Trustees.

I hope I may be forgiven for paying here this tribute of gratitude and affection to these men with whom I have been for so long and so intimately associated. And what I have said applies not only to the University Trustees provided for in the charter but also to the Endowment Trustees provided for in the Trust Indenture creating the University. I must add a special word of appreciation for the work of the Executive Committee to which the charter and the established practices of the Trustees have given large responsibilities. The Committee meets once a month and oftener when necessary. Fortnightly meetings are already under consideration and will probably be necessary in the very near future. Serv-

ice on this Committee is all the time becoming more arduous, but we have not failed to find competent men who appreciate this opportunity for service and are willing to give their time to it.

William J. Dana, professor of Mechanical Engineering since September, 1932, died October 14, 1933. Direct descendant of Richard Dana who settled in Massachusetts in the seventeenth century, he was born in Philadelphia in 1885 and prepared for college at the William Penn Charter School. He had his college education and also his professional training at the University of Pennsylvania. Before coming here he had taught at Pennsylvania, Johns Hopkins, and North Carolina State. Personally and professionally he was a man of the highest type.

The sudden death of Dennis C. Troth July 19, 1934, profoundly affected the entire community. One year professor of Education and seven years teacher in the Summer School, Dr. Troth had gripped the hearts of hosts of students and friends.

While as indicated in the first paragraph of this report I should like to have the reports I am herewith transmitting read in the light of the fact that the University is now in the midst of the tenth year of its existence, it needs to be remembered that Trinity College, about which the University is built, is the only division of the University that has existed in full strength for ten years. As Dean Baldwin points out, the Woman's College has only had a plant of its own for four years, the University having used that plant until the new campus was occupied in September, 1930. Trinity College in anticipation of the coming of Duke University had for a good many years been receiving graduate students in candidacy for the A.M. degree. Formal announcement was made of the inauguration of the Graduate School in the academic year 1926-27, a Dean was appointed, and a Council

on Graduate Instruction was set up as the governing body of the School. The School of Religion was opened in September, 1926, but like the Graduate School was operated under considerable disadvantages until 1930 when the University, except the Woman's College, was moved to the new campus. Trinity College had maintained a small but distinguished law school. The reorganized and expanded Law School of the University was opened in 1930-31; and the School of Medicine and Hospital were opened the same year, the Hospital in July and the Medical School in October. The last of the seven divisions of the University, the Duke Forest, was organized in the autumn of 1930 and a forestry program inaugurated looking to the ultimate establishment of a graduate School of Forestry.

There were 790 men enrolled in Trinity College in the academic year 1924-25. In 1933-34 there were 1,486 and in 1934-35 there are 1,645. This is a remarkable growth for a ten-year period, especially in view of the fact that during half that time we, like all the rest of the country, were battling with an overwhelming financial depression. The selection of students for the freshman class is being done with more and more care. This is set forth with some detail by Dean Herring (pp. 41-43). A majority of our freshmen still come from public schools. As is well known, American public schools are at present hampered by lack of money on which properly to run. This will soon tell in the products of public schools, and the effects will reach to the colleges that receive these students.

But who should be in college and what are the tests by which fitness for college may be judged? These are hard questions. Article Seventh in the Indenture of Trust by which Duke University was created is a sort of charter for the University. In this article Mr. Duke, among other things, says concerning the admission of students: "I request

. . . that great care and discrimination be exercised in admitting as students only those whose previous record shows a character, determination, and application evincing a wholesome and real ambition for life."

Duke University is thus forever committed to selective admission. And for ten years we have been making careful experiments in the selection of students for admission to the freshman class. The problem would be easy if it involved merely the picking of those who made the best records in school studies. Like so many easy answers, this would not be sufficient, it would not result in getting the ablest men. It would not even guarantee the most intellectual men and even if it did it would not be in itself a satisfactory method for selecting students. For we all know that success in college or in life does not depend upon the intellect alone. I believe that the best single educational test is the relative standing of a student in his high school class. But other than purely educational tests should be used. What these are to be for us experience alone can determine. Many colleges are experimenting with admission tests, and fortunately all the independent-minded colleges will make their own experiments; and thus much experience will accumulate in the course of time. We are making our experiments. I am aware that we occasionally admit freshmen who have been refused by some of the older Eastern colleges. I am also aware that of the applicants here at Duke more are refused than are admitted, and most of those not admitted go to other colleges. As long as colleges prefer to do their own experimentation, differences of this kind must be expected. This is not an exact science and there must be variations.

I do not believe that our educational tests should be made severer than they are now, certainly until better financial conditions make possible improvement in the secondary schools of the country. But we must continue year by year

to select our human material with all possible thoroughness.

But even so some misfits are inevitable. How wisely to handle such misfits is a problem as Dean Wannamaker has intimated (pp. 36-37). Dean Baldwin reporting for the Woman's College (p. 76) has also drawn attention to this difficulty. We insist on the greatest possible care in the admission of new students for the reason that we want every undergraduate when once admitted here to feel that he has matriculated for life and become a part of a continuing institution. Dean Greene (pp. 39-41) points out some of the special things we are doing for the abler and more ambitious students, including the privilege of voluntary attendance upon classes and a large measure of freedom in the pursuit of their work. These experiments are being thoroughly tested as they proceed and the conviction grows that still more, and much more, must be done to inspire and speed on his way the gifted student who seeks the best that college education can give. It becomes plainer all the time that we need in America not more but better education. This better education will always depend upon the quality of the student and the quality of the teacher. It cannot come alone from the careful selection of students, however much that will help. There must also be competent and inspiring teachers.

We are setting up this year a college faculty as distinguished from the graduate and professional school faculties and composed of teachers whose business is wholly or mainly the instruction of undergraduates. The emphasis in this faculty is all on college teaching—how to improve it and how to make the college a shining place where high-minded youth may catch aspirations to true character and genuine excellence. I know full well that scholarship and research cannot be separated from teaching. They must go together, but there is a matter of emphasis. Research, I think, should be emphasized in the Graduate School and teaching in the

College. It is on this theory that a college faculty has been organized. Colleges that are parts of universities are often injured by the filtering down of university ideals into undergraduate teaching. The teaching of a freshman or a sophomore differs much from the teaching of a graduate student, and to do it well is harder. Good teaching and productive scholarship, when equally excellent, should be rewarded alike in any university that intends to keep the college at the center of it as good as it is possible to make it.

Before Duke University was set up we had been for many years committed, in one form or another, to the education of women, and by this commitment and for other good reasons we felt bound to go on with provisions for their education. We decided that for us this could be better done through a plan of coördinate education rather than through coeducation. Mr. W. Duke's first large contribution to Trinity College was made on condition that women be admitted to the full privileges of the College; and he was probably thinking in terms of coeducation. But before he died he wrote a letter in which he said that none of his other gifts had conditions and he desired to withdraw the condition attached to his gift in 1896.

This left the new University free to proceed in this matter according to any plan that seemed best. Coöordinate education seemed to us to have most of the advantages of coeducation and at the same time to be free from some of the disadvantages of coeducation. The rapid growth of the Woman's College these four years seems to justify the theory upon which we have proceeded. I have much confidence in the future of this College if it can continue its development along the lines on which it has been projected.

Dean Baldwin (pp. 78-79) discusses some of the lines along which the organization of the Woman's College has been laid down. In general, the theory is that a student of the

Woman's College may fulfill the requirements for the A.B. degree without having to go to the West Campus for any courses of instruction, but the way is kept wide open for juniors and seniors to use all the University libraries and laboratories and to enter any courses for which they are qualified. Thus the women have a college life all their own and at the same time share full membership in the University with all its opportunities.

Dean Glasson's report gives indication of the solid growth in advanced studies here at Duke. The Graduate School needs further enlargement, some of which I hope can be undertaken without much more delay. I have hesitated to set forth in as formal way as is implied in a president's report any ideas of my own concerning our Graduate School because I realize the difficulties of putting such ideas into actual effect and also because I am mindful of the ancient injunction, "Let not him that girdeth on his harness boast himself as he that putteth it off." On the other hand, being at the beginning we have certain advantages. Indeed, our chief difficulty is that we cannot start with our slate clean enough. The chief difficulty we are finding in bringing about any kind of educational reform lies in the practices and the prestige of well-established institutions and the bias of one kind or another that our own teachers have brought from well-established institutions of this and other countries.

If we are to consider what a graduate school ought to do perhaps we should first ask what a graduate school ought to be. I think our Graduate School should follow the same general lines that are followed in the best American graduate schools; but, as I pointed out in a former report, we ought to separate more sharply between the college and the graduate school and give to the work of the graduate school a more distinctively university character than has heretofore been the rule in this country. And, in our efforts to meet the

varying needs of those men who would fit themselves primarily for the business of college teaching, and, on the other hand, the needs of those who would give their first concern to research and scholarship, we ought also to differentiate clearly both in the type of graduate school teacher and in the courses and methods of instruction, though I am strongly opposed to two types of degrees or two kinds of standards for the Ph.D. degree.

While our Graduate School should keep prominent the purpose to discover and develop men who have some special fitness for the business of college teaching, still, under circumstances as they exist in our part of the country, a large proportion of the men and resources of our Graduate School should be devoted to research and the advancement of knowledge, not undertaking, however, too many things, but emphasizing certain selected fields. No university now can profess to teach everything. The degree of Doctor of Philosophy from Duke University will be a guarantee that the person who has received that degree has had thorough training in a particular field of knowledge and has demonstrated his ability to advance knowledge by doing research and presenting a creditable thesis.

But a man may get this degree and not be recommended for college teaching. In connection with the work in the Graduate School leading to the Ph.D. degree, men who expect to do college teaching will need teaching "clinics" just as the intending physician needs his clinics; and Duke University will not recommend for positions in college teaching even the men who hold the Ph.D. degree unless they have also availed themselves of opportunities provided here or elsewhere to test and develop their teaching ability, and have shown that they have some fitness for college teaching. Duke University will provide these opportunities in connection with its own college classes. For underclassmen, especially

for freshmen and sophomores, our teachers are chosen on account of their personal qualities and teaching power as well as for knowledge of their subjects, and excellence in teaching wins promotion as surely as so-called productive scholarship. In connection with these classes we expect to provide both observation and practice in college teaching. We have provided some simple machinery by which this can be carried out.

Our plan is, briefly, to ask each department to appoint a faculty member or a committee to have in charge the question of teacher training. This committee is expected to establish contacts with graduate students who intend to enter the teaching profession, to provide so far as possible opportunities for them to gain practical experience, to supervise such practice work, to arrange for seminary sessions devoted to the problems of teaching, and to keep records of the qualifications of graduate students who may wish to be recommended for teaching positions. It is hoped that this experiment will accomplish something toward improving the teaching ability of those who receive degrees from our Graduate School and who intend to become college teachers.

To sum up: we shall expect those who receive degrees in our Graduate School to demonstrate the ability to carry on research and to advance knowledge, but we purpose to discriminate in selecting our degree holders to be recommended for college teaching positions. And after all, it is not certain that we can make good teachers; for teachers are born as well as made. But it certainly will help to have young men in their graduate school years to confront the problems of college teaching, to observe good teachers (and the hardest part of it for us, as for all universities, will be to make sure that we have these really good teachers for our students to observe) and, when they are ready for it and under proper supervision, to have some part in the handling

of well-taught classes. All this will only be serviceable to the man for his first two or three years of college teaching. After that his success as a teacher will depend entirely upon his individual development, his interest in human beings as well as interest in the subject matter he undertakes to teach, in short, upon his personal qualities and teaching power. This plan to guide and stimulate graduate students in the direction of good college teaching has not as yet been made as effective as I hope it may be in the years just ahead of us. Efforts to provide corresponding opportunities for law students and theological students have been more successful. I have little doubt that the Graduate School will very soon catch step with the Schools of Medicine, Law, and Theology in this important matter.

But, I repeat, a large proportion of the men and resources of our Graduate School should be devoted to research and the advancement of knowledge. Each region has scientific problems of its own; and while we are profiting in many ways from researches in science and their practical applications in industry, none the less there has been in the Southern states a neglect of science and in places a certain form of opposition to scientific teaching; at any rate these states are certainly not yet doing their share in scientific study and research. I have seen some statistics for the year 1926 that I think are dependable and representative, and they tend to show that less than six per cent of the total contributions of results in scientific work at that time came from thirteen states south of the Potomac River. About forty per cent of the forest land of this country is found in these same Southern states. They have peculiar forestry problems involving flood control, hydro-electric power, and the foundations of our industrial development. And yet in all the South there are only two schools of forestry, and they are small and quite inadequately supported. We therefore need an empha-

sis on science. Furthermore, the spirit of science, free investigation, and open-mindedness must spread among any free and enlightened people. But our devotion of men and resources to research and advancement of knowledge should by no means be limited to the physical and the natural sciences. Other fields may be more important and in many parts of this country are more important. Indeed one of my fondest dreams is a well-endowed and well-manned institute for research in the sciences of man.

In this connection it gives me peculiar satisfaction to call attention to Professor Gross's report for the Committee on Research, including publications by members of the faculties. Equally creditable showings have been made in my former reports. We are in great need of an adequate research fund and I hope it may be somehow provided without too much delay.

The growth of the School of Religion has been remarkable considering the well-known fact that enrollments in American theological schools in our time are at a standstill or worse. As Dean Russell reports, it has seemed wise to us to reduce somewhat the quota for this school and to make admission to it a bit more highly selective, in the past two or three years.

A report from a special committee on the School of Religion brought to the attention of the Trustees at the mid-year meeting in 1934 four kinds of interdenominational activities of the School and some of their implications; and this report was approved by the Trustees. (1) The Phillips Brooks Club, promoted by Professor F. S. Hickman and composed of ministers of all denominations who come in from Durham and other communities in this area for classes and luncheon together on the Monday following the first Sunday in each month. (2) An interdenominational rural church institute held in June. The first of these was held in

1934. It was successful and the institute gives promise of great usefulness. (3) The North Carolina Council of Churches with which men on the faculty of the School of Religion have been closely associated. (4) The direct purpose to make the School serviceable to students of all denominations. The School has thus definitely associated itself with the several Christian communions in their common tasks. In all this Duke University is but harking back to its own origins; for Trinity College, the heart of the University, had its beginnings one hundred years ago in Union Institute, called Union because the Institute was an interdenominational undertaking. And the University in its present interdenominational activities is working in line with the spirit of the age; for nothing can be plainer than that the full power of Christianity in our present world will depend, among other things, upon full interdenominational coöperation.

At the time these reports were being put into shape for the printer Dean Miller of the Law School was absent on leave in Washington and did not have opportunity to revise his report; and Dr. Miller has now resigned, his resignation to take effect the end of his year's leave, July 1, 1935. His successor, Dean H. C. Horack, has been good enough to furnish me the material concerning the Law School that is here embodied in my report.

Ten years ago the School of Law had an enrollment of twenty-eight students and was housed in rooms in a college building. Its library of some 4,000 volumes occupied space in the general library. At that time a two-year law course was offered and the life of the school was the teaching power and radiant personality of one man—Dean Samuel F. Mordecai. Dean Mordecai's ideas on legal education were very advanced, and his teaching ability helped to produce some of the most distinguished lawyers practicing before the Bar of

this state today. He was one of the first teachers in the South to make use of the Case Method of teaching, as also his school was one of the first to require two years of academic preparation for entrance into the Law School. The impetus which Dean Mordecai gave to legal education at this institution carried on after his retirement in the spring of 1927. The curriculum expanded to include a third year of instruction, the library was increased to 11,000 volumes and at the 1930 commencement twelve law degrees were conferred.

In the fall of 1930 the School of Law was moved to the new Law Building on the West Campus, and with the aim in view of giving to the Duke law students the most careful and broadest training possible, there followed a general expansion and reorganization of the school. The library was expanded until at present it numbers 52,000 volumes—the largest law library in the South, I believe. The teaching staff was much enlarged and now consists of twelve full time faculty members with five others who devote some time to instructional work. Instructors were sought who have had the best legal training the country affords and who have already made some contributions to legal learning and the problems of legal education—men who have individually distinguished themselves through their writings and through their activities in the work of professional associations connected with the law and with legal education. A number of them have been called upon to give expert assistance in the problems of national and state legislation. Others have contributed to the solution of legal educational problems in various institutions throughout the country.

The larger teaching staff made possible a great expansion in the curriculum. In this expansion an effort was made to give each instructor related subjects so that each might teach in a field in which he had already specialized. Most of the

courses have now been reorganized so that they are abreast of the best thought in modern legal education. In many cases new subject-matter and new methods of presentation have been developed as a departure from conventional law school methods.

Among the new courses a Legal Aid Clinic has been established in which legal aid work is used as a direct school method of legal instruction with the idea of developing in the student not only experience in the handling of the individual client and applying the law to an actual case but to develop in the student a sense of the human problems presented for solution, requiring more than a mere knowledge of rules of law and also an appreciation of legal ethics and of legal etiquette from first hand contact with lawyers and laymen. The Clinic courses emphasize the necessity for creative—rather than analytical work—confronting the practicing lawyer.

In the teaching of Research and Briefing an effort has been made to reproduce the conditions the lawyer encounters in practice in this field. To this end, each student is supplied with a mimeographed copy of a brief which has actually been used in litigation, and it is his task to write a reply thereto under the direction of an instructor. Further experience in the actual work of briefing is given the students in the Legal Aid Clinic where each student is required to brief at least one case on an actual problem submitted by a practicing attorney and in which the student writes the brief with which the attorney may wish to present his case in court.

The Department of Legislative Research and Drafting is unique in that the long neglected subject of Statute Law is here presented to students at first hand. Bills for introduction in legislative assemblies in different parts of the country are prepared by students under supervision of the instructor in charge of this subject. These bills are prepared

at the request of legislators, bar associations, and other reputable groups and individuals who are interested in improving the Statute Law. As a preliminary to the actual drafting of such legislation, the students are called upon to make exhaustive study of comparative law and problems thereunder and to compile reports and facts investigated as a guide to legal policy. The vital effect which statutory law has come to have on the lives of our people warrants this training of experts in the technique of legislation, and this Department of the Law School has been developed to meet this need in legal education so that the Duke graduate may be capable of producing and moulding well drafted statutory law.

Through the formation of a Student Bar Association there has been undertaken a new means for the development of professional consciousness and professional interest among law students. The effect of this has already been shown in the activities of recent Duke graduates in the formation or promotion of Junior Bar Associations in various communities.

The Law School has undertaken the publication of two periodicals. At a time when increased emphasis is accorded the interrelationship of law and the social sciences, and when the necessity for a broad approach to the legal problems of the day has become evident, the need for a periodical which would serve both these ends is imperative. *Law and Contemporary Problems,* a quarterly established by the School of Law in 1933, represents an effort to meet this need, both for the lawyer and for the student of social problems. Reaching as it does teachers and students in liberal arts colleges as well as in law schools, it also serves to acquaint them with the activities and interests of this School.

A departure from current law school practice has been made in a course in Current Decisions wherein students are trained to do legal writing and make critical comments upon

recent cases of interest. This experience, available in some other schools only to a small group elected to the editorial board of law school publication, is here used to give to a much larger number this training so very desirable for the better type of lawyer.

To afford a medium for recording the activities of the Student Bar Association and for the publication of student comments on current decisions, the *Duke Bar Association Journal,* edited by students, was established the same year.

The Duke Law School has taken as its objective the improvement of the quality rather than increasing the numbers of the Bar. It would first and foremost train young men to become lawyers of the highest type, holding to the best ideals of the profession with a feeling of professional obligation and responsibility to the public.

As a national law school, it desires to pay special attention to the South and its problems. It is hoped that the Duke Law School may become in this part of America such a center for legal scholarship and research as are some of the older schools in other parts of the country. The School has an exceptionally able faculty and plans for its continued development that I am certain will keep it a great modern law school and assure it of a wholesome growth and wide usefulness.

I call especial attention to the reports for the School of Medicine and the Duke Hospital. This division of the University is making admirable progress in every way. The Medical School opened October 1, 1930, with an enrollment of seventy students. This increased to one hundred and ninety-three in 1933; and two hundred and ten were enrolled October 1, 1934. Dean Davison (p. 113) gives an interesting study of the processes through which first-year medical students are admitted. Dr. Davison's figures seem to justify the experiment of admitting a small number of very

promising men who have had only two and a half years of college work. The success of these men, I think, does not tend to show that the additional year and a half in college would not be profitable to an intending medical student. It rather indicates that an abler man may excel even with less preparation. But so long as the results continue to show that selected men with two and a half years of college work can do well in the Medical School we should be slow to abandon our plan by which a few of them may be admitted, especially since this will allow more time for internships and specialized study and training, and may be in the trend of present-day American education.

Dean Davison reports with considerable satisfaction that a Hospital Association, such as he discussed in his report for 1930-31, was established in North Carolina during the past year. It will be more difficult to bring about, but let us hope that some similar plan for medical care may be found by which families in moderate circumstances can have the best medical attention without overburdening costs to themselves. I commend this thought anew to the medical profession. By solving this problem physicians would make themselves benefactors of the race.

The Medical School and Hospital have succeeded beyond the highest expectations of those most immediately concerned about the University and its future. But the needs of these institutions are still very great. And I hope as they develop, ways may be found constantly to enlarge the opportunities for service by that important division of the University. I would especially emphasize the importance of a psychopathic institute referred to by Dean Davison (p. 128) and also by Dr. Hanes reporting for the department of Medicine (p. 135). I venture to hope that even in less than ten years this may be built and supported through coöperation with agencies that are concerned about mental sickness.

The organization of the Duke Forest has been effected, and its development is set out with some detail in the report of the Director. In addition to the pre-forestry courses already offered in the College, next year graduate courses will be given in the Graduate School. The department of Forestry is at present being developed along the same lines as the department of Education with its courses for college students and also its offerings in the Graduate School, and as also the departments of Engineering and Business Administration. Any of these might well be developed into a Graduate School if funds should ever be available for such purpose. Certainly before too long there should be a Graduate School of Forestry.

Nothing about the University has shown a sounder or steadier growth than the Summer School. The Director never makes any unreasonable requests but always makes a full use of the resources available for him. I have heard from many people, both those who teach and those who are taught, that work in the Summer School, so far as it goes, is of a quality—teachers, students, standards—as high as in the winter sessions.

The growth of the University's libraries is a source of extreme satisfaction to all who are genuinely concerned about advanced studies and opportunities for their pursuit in this part of the country. It would indeed be a source of pride, but this is restrained by the realization that we still have a long way to go before we have all that is really needed. The union catalogue and other plans for coöperation with the library of the University of North Carolina described by the Director of Libraries give great promise and should be encouraged in every way. In my report two years ago I went to some length in calling attention to ways of coöperation among institutions of education. It is certainly in line

with the spirit of the age and is apt to go on more and more. We are all glad to see evidences of it here.

I have much pleasure in calling attention to Dr. Branscomb's report concerning the reading room recently given by friends of the University to the Hospital and Medical School. I have never seen a more appropriate or more beautiful reading room.

And this brings me to report the creation of a seven-acre flower garden, made possible by a generous gift of Mrs. Benjamin N. Duke, widow of one of the institution's most distinguished benefactors and herself a life-long friend and patron of all its causes. The garden will be on the site originally designed for a small lake. Work began on the garden in the early summer of 1934. It is hoped that among many other flowers and shrubs 250,000 blooming iris will eventually make the place one of the spring beauty spots of this section.

John C. Wister, of Philadelphia, president of the American Iris Society, a noted authority on horticultural subjects, is landscape architect for the garden. The ground is being landscaped, water pipes laid, broad walks set out, and other preparations made for fall planting. The garden and the attractive pine woods surrounding it are being planted with hundreds of blooming shrubs and trees. The woods themselves will be planted with daffodils, bluebells, and other spring bulbs. Iris will occupy a prominent place in the projected garden, and all varieties of iris can be grown there owing to the favorable soil conditions. The sloping sides of the garden will be devoted to the tall bearded iris, and the lower portions, through which runs a small stream, will furnish an ideal site for the growing of oriental and Japanese varieties. Eventually a quarter of a million blooming iris will be displayed in all their spring glory, it is expected, and each variety will bear its name.

In connection with the garden there will be a nursery to furnish plants and trees of the desired varieties for planting in future years. A major part of the planting will be done during the coming fall, but the garden will require from three to five years for completion, though much of its beauty will be seen next spring.

I count it a duty and a pleasure to say here that interest in both the reading room and the gardens was actively promoted by Dr. F. M. Hanes, member of our Medical and Hospital staff, a practitioner and organizer of scientific medicine and lover of beautiful things in nature and in art.

The development of the University has been gratifying and in some respects even surprising, and to me most surprising is the spread of the student constituency. I have compared Duke in this particular with some of the oldest and best of the endowed universities in the United States, using figures for 1933-34. At Harvard forty-seven per cent of the students come from Massachusetts and the neighboring New England states with eight million population, and twenty-seven per cent from the Middle Atlantic states with a population of twenty-eight million, a total of seventy-four per cent. At Yale thirty-eight per cent come from New England and thirty-six per cent from the Middle Atlantic states, a total of seventy-four per cent. At Dartmouth thirty-eight per cent come from New England and forty per cent from the Middle Atlantic states, total seventy-eight per cent. At Princeton seventy-one per cent of all students come from the Middle Atlantic states, including, of course, New Jersey, and five per cent from New England, a total of seventy-six per cent. At Duke fifty-four per cent come from the twelve Southeastern states with their twenty-seven million population and thirty-four per cent from the Middle Atlantic states, total eighty-eight per cent. Fifty-one per cent of the undergraduates in Harvard College come from Massa-

chusetts with a population of four million; twenty-six per cent at Yale from Connecticut with a population of one million; twenty-four per cent at Princeton from New Jersey, population four million; six per cent at Dartmouth from New Hampshire with a population of half a million; twenty-nine per cent at Duke from North Carolina, population three million. In these five institutions, considering the population in the several sections, the percentages of students from the state in which the University is located, from nearby states, and from the great Middle Atlantic states, are much the same.

The achievement and influence of the University in this first decade have been indeed gratifying and on the whole very surprising. I hope and, frankly, I even expect as much to be done in the second decade as has been done in the first. This will call for a great coöperative effort on the part of all who have valid ideas or other contributions to the causes which we all alike have at heart.

W. P. FEW, *President.*

REPORTS OF UNIVERSITY OFFICERS

TRINITY COLLEGE

To the President of the University:

I submit herewith reports of the general dean's offices of Trinity College for the years 1932-33 and 1933-34. Since the divisions of Student Health and Physical Education work in close affiliation with these officers, reports of Dr. Joseph A. Speed, university physician, and Mr. Carl Voyles, of Physical Education, are included in this report.

Dean M. Arnold, who was appointed Dean of Freshmen in September, 1926, served most acceptably in this capacity until his death on February 13, 1934. Mr. Arnold earned and will always hold the esteem and affection of the many undergraduates with whom he came in intimate contact and of us all. Alan K. Manchester, A.B., Vanderbilt, 1920; M.A., Columbia, 1922; Ph.D., Duke, 1930, who has been since 1929 an unusually strong teacher in our department of history, was appointed at once to succeed Mr. Arnold. His fine spirit and personality, his scholarly attainment, his love of youth, his willingness to do more than the mere routine duties of his job make him a most valuable member of our staff.

It is taken for granted that any college worthy of the name provides trained teachers of youth who will reasonably well give intellectual instruction to the undergraduates. While this is not an easy task to perform and by no means always attained, even if accomplished it certainly alone does not make a college what it should be and what both students and their parents have a right to expect of the college of their choice. A college campus should be made and ever kept a place where the most evident and the strongest appeal is to the noble and beautiful in human nature; where it is inevitable that youth come under influences that develop in them a love of nobility of attainment in character and conduct and stimulate them to emulate the truly great of our human race, rather than under such as deaden their finer sensibilities and give them ignoble and selfish conceptions, ambitions, and ideals.

To aid in creating at Trinity College such a temporary home for young men who come to us with a more or less misinformed conception of college and its purposes has long been the main goal of all connected with the dean's offices. But while seeking to aid in the guidance of our youth to self-realization through participation in the physical, intellectual, and spiritual program of the College, we have striven to have them acquire sufficient independence to develop in them self-reliance, wise government of self, the ability to make happy choices. We have also worked to the end that every student should feel his responsibility to add his own most beautiful ideal to the spiritual possession of the College, and that they, especially the older and more experienced, should assume the responsibility of leadership and guidance of the younger. Every student leaving Trinity College, especially every graduate, should go out imbued with a love of the noble, with an appreciation of the perfect, with the holy ambition to achieve some worth-while beautiful end in life. The dean, to be sure, has many unpleasant and petty daily duties to perform, but the larger end in view recompenses him for all his trials.

It is impossible to do with our present staff all we feel beholden to do now that our student body has become so much larger. We are looking for young men of the right temperament, ability, and training to come as apprentices on our staff. There must be several such men added next year, and I hope they may be found. And they should live in the dormitories, not as disciplinary officers but as guiding friends of the students.

It seems inevitable that, as a college grows, the relationships between teachers and students become less intimate, less personal. This we know to be unfortunate. Students come to feel they are only names or numbers to the teacher, hesitate to approach busy teachers, who, they believe, are so preoccupied with "the search for truth" that they can take no time to explain out of class simple things to ignorant undergraduates. So they assume a more or less foreign attitude to the teachers, pass them on the campus as strangers. Teachers, feeling that students do not desire these personal and intimate relationships,

go their way, relying largely on the results of quizzes, read by assistants, and of final examinations to reveal the students to them. The fact is each, student and teacher, needs and really desires intimacy with the other. We are still relatively a small college, and will always endeavor to preserve here this most valuable characteristic of the small college—close acquaintance of student and teacher. Efforts are being made by our undergraduate council on instruction and all of us to bring teachers and students more and more to know one another and to share with one another in a social as well as an intellectual way. To this end, I should like to see more of our undergraduate teachers live near this campus, many of them even on the campus near, or in, student homes. If we build additional dormitories, I hope we may provide apartments in them for Faculty families.

THE DORMITORIES

We must at once face the question as to the number of students we will fix as our limit or else we shall have to build more student living-quarters. Though we accept not more than sixty per cent of the applicants, our dormitories on the west campus for the coming year cannot nearly accommodate our student body. Shall we reserve all dormitory space here for undergraduates, who, we feel, should live on the campus; or shall we continue the plan of setting aside some space for graduates and professional students? In any event, we shall have after one more year to face the question of living quarters for students, unless we permit many to live off the campus, or set as our limit slightly over three thousand students.

NEW COURSES

The departments of instruction maintained through the past years are well manned, but a good many of them are becoming crowded with students. In some instances sections have become too large, notably in modern languages, political science, and economics. Additional instructors have been provided for the coming year to relieve the crowding in the more elementary courses. The increase in numbers of first- and

second-year students has made necessary more and more sections of the trunk-line courses for these students, with the result that there has not been a sufficient variety of advanced courses of instruction in several departments. This is true in English, French, and Spanish, and we hope to make it possible to offer, especially for Juniors and Seniors, more variety in strictly undergraduate courses in these subjects. The growing graduate school demands more and more of the time of teachers who have been offering courses for both advanced undergraduates and graduates.

But we should add several departments of instruction to our curriculum. Geology-Geography, and especially Astronomy, would be of great interest to undergraduate students and would open for them new fields of worth-while endeavor. The work in fine arts started several years ago in the Woman's College with a competent instructor has been enlarged, but work in that field should be conducted on this campus; and for it we should secure at once a man of wide training and strong personality. The department would, I believe, quickly attract many good students and meet a growing demand of our undergraduates, who are deeply concerned about those values that would be revealed to them in this immensely important field of human achievement. I could mention other needs of this kind, but feel these are the most urgent.

It is easy to become pessimistic as to the accomplishment of undergraduate colleges. The average student seems so lacking in clear ideas as to what he is seeking and the will to get what he ought to have. To an older, experienced, intellectually trained person, he seems so immature, so careless, so willing and ready to waste his time or to be misled by will-o'-the-wisps. But we should remember that they are young, they have picked up a lot of facts from history and life, but have not correlated them, and seem prone not to use them. There is undoubtedly great wastage. Far too many even fail to the point where they seem unfit intellectually. These constitute an ever-perplexing problem. The easiest way out is to drop them. But it is the duty of the college to "save" more than are

saved, and that, as I see it, is our biggest task here. Undoubtedly scholastic work of our undergraduates has improved strikingly in the last few years. The curriculum, not yet satisfying, is more sensible than it was. The brighter students are taken better care of; far more is being done to get them into groups where they can show their mettle. Dean Greene's contribution in this way has borne fruit, as will be seen from tables given in his report and those of others that follow.

WILLIAM H. WANNAMAKER, *Dean.*

THE CURRICULUM

In the spring of 1932 the reorganization of the curriculum was completed. All students, who could complete their requirements for graduation in accordance with the new regulations, were urged to do so. However, each student who entered prior to 1932 was granted the privilege of completing his work under the old regulations. Students for the most part rearranged their courses to conform to the new regulations. We have had now one full year to observe undergraduate work under the new system and to note the results of the change.

In general, it may be said that the results are very satisfactory. There has been a decided increase in the enrollment in courses of junior and senior rank. This is due to the restrictions, put on juniors and seniors, against the election, in the last two college years, of courses more or less elementary in character. In the next place, a certain desired amount of uniformity in the requirements of all groups leading to the degree has been secured; at the same time, ample opportunity is given for the proper differentiation of a student's program in accordance with his individual taste and inclination.

It is interesting to observe the tables setting forth the distribution by groups of both men and women for the years 1932-33 and 1933-34. In Trinity College, the largest number of students is enrolled in the Business Administration Group. The most outstanding change is in the increased enrollment in the General Group. There has, likewise, been a steady increase

for the past three years in the enrollment in the Pre-Medical and Pre-Legal Groups. In the Woman's College, the vast majority of students are enrolled in the General and Teaching Groups.

TABLE I

DISTRIBUTION BY GROUPS—TRINITY COLLEGE

YEARS—1932-33; 1933-34

A

Group	*Years* *1932-33*	*1933-34*
Business Administration	427	437
Engineering	160	142
Forestry	9	9
General A. B.	280	296
General B. S.	22	23
Honors	61	23
Pre-Legal	174	176
Pre-Medical	269	270
Religion	34	38
Social Service	1	1
Special		6
Teaching	36	38

DISTRIBUTION BY GROUPS—THE WOMAN'S COLLEGE

YEARS—1932-33; 1933-34

B

Group	*Years* *1932-33*	*1933-34*
Business Administration	30	30
General A. B.	431	447
General B. S.	8	9
Honors	19	15
Nursing	6	7
Pre-Legal	5	5
Pre-Medical	22	22
Religion	2	2
Social Service	38	40
Teaching	124	126

DISTRIBUTION OF STUDENTS

It is of further interest to note the enrollment of individual students in the various departments for the year 1933-34. It

is significant that the Department of Romance Languages has the second largest enrollment while the Department of English has the largest enrollment for the year.

TABLE II
NUMBER OF STUDENTS IN DEPARTMENTS
YEAR—1933-34

Departments	*The Two Colleges*	
	Fall Semester	*Spring Semester*
Department of Botany	229	187
Department of Chemistry	500	428
Department of Economics and Political Science	1,036	1,047
Department of Education	407	403
Department of Civil and Mechanical and Electrical Engineering	138	137
Department of English	1,401	1,296
Department of Fine Arts	76	63
Department of Forestry	12	5
Department of German	662	608
Department of Greek	114	86
Department of History	863	971
Department of Latin	28	56
Department of Mathematics	595	512
Department of Music	9	26
Department of Philosophy	166	145
Department of Physical Education (Men)	885	757
Department of Physical Education (Women)	598	540
Department of Physics	275	283
Department of Psychology	385	149
Department of Religion	578	624
Department of Romance Languages	1,095	952
Department of Sociology	82	105
Department of Zoölogy	385	296

HONORS STUDENTS

While we are aware of the limitations under which the work in Honors Courses is being done, we are convinced from two years' experience, of the essential value of this experiment. The principle on which it is projected is fundamentally sound, and any retardation of its progress would be viewed

as a calamity. If one consults the tables given below, he notes the slow but steady growth of interest among students endowed with exceptional abilities. During the year 1932-33, sixty-four students of the two colleges were enrolled in Honors Courses. During the year 1933-34, the enrollment was sixty-one. The largest enrollment for both years was in the Department of English, while the Departments of Chemistry and Economics share the second largest enrollment.

The work of Honors students is far more specialized than that of students not pursuing Honors Courses, and a large measure of freedom is granted to them in the pursuit of this work. The work in Honors Courses is differentiated from the regular program primarily in the matter of quality rather than quantity.

TABLE III
HONORS STUDENTS
YEARS—1932-33; 1933-34

Department	*Seniors*		*Juniors*		*Sophomores*		*Total*	
	1932–1933	*1933–1934*	*1932–1933*	*1933–1934*	*1932–1933*	*1933–1934*	*1932–1933*	*1933–1934*
Botany	1	..	..	..	..	..	1	..
Chemistry	3	3	3	2	5	7	11	12
Economics	4	4	8	4	1	4	13	12
Education	..	1	2	..	2	..	4	1
English	..	6	9	6	9	11	18	23
French	..	..	1	..	..	..	1	..
Greek	..	..	..	1	1	1	1	2
History	..	1	1	4	3	1	4	6
Mathematics	1	1	2	..	1	..	4	1
Philosophy	..	..	1	..	..	..	1	..
Physics	..	1	1	..	..	..	1	1
Political Science	..	..	1	..	..	..	1	..
Religion	..	..	..	1	2	..	2	1
Zoölogy	..	1	1	1	1	..	2	2
Total	9	18	30	19	25	24	64	61

THE DEAN'S LIST

In the fall of 1932-33 an interesting experiment was initiated in connection with students whose scholastic work was of an unusually high order. All students of the junior and senior

classes who made an average of B on the work of one semester and who did not receive a failing grade on any course were placed on the Dean's List for the following semester. Students, earning this recognition, were granted the privilege of voluntary attendance upon classes. During the spring semester of 1932-33 eighty-seven students of Trinity College and seventy-one students of the Woman's College were enrolled on the Dean's List. During the fall semester of the year 1933-34 eighty-five men and sixty-nine women were enrolled on the Dean's List. During the spring semester of the same year, the enrollment consisted of one hundred and eleven men and seventy women. It should be pointed out, in connection with the freedom they enjoy, that these students, with the exception of two or three, have not abused the privilege granted them. While the regular student is allowed five absences from each course, these students on the Dean's List have approximately an average of only two and one-half absences from each course. It is worthy of note that one student on the Dean's List, though taking six subjects, did not have a single absence during the entire fall semester of 1933-34.

On the whole, the academic work of the year 1933-34 seems to be the best up to that time in the history of Duke University. The challenge of an improved curriculum, the stimulus of the Dean's List and of Honors Courses, and the urge imparted by regulations regarding the operation of automobiles and the enjoyment of fraternity privileges, have all contributed to the higher standard of work that is now being done.

W. K. GREENE,
Dean of Undergraduate Instruction.

ADMISSIONS TO TRINITY COLLEGE—YEARS 1932-33; 1933-34

The Committee on Admissions continues to follow as carefully as possible the selective policy of admissions, accepting from approximately 1,250 applicants 505 to the freshman class and 70 on transfer from other colleges. Of those accepted, 396 were from public high schools and 109 were from prepara-

tory schools. In considering all applications careful emphasis was placed on scholastic records, the standing of the schools in which the applicants had prepared, personal qualifications, and strength of character. It has not been considered advisable to limit acceptances to those earning any specific quality of grades or to those ranking in any set group of their respective graduating classes. Because of varying systems of grading and different standards of secondary schools, it does not seem feasible to set any iron-clad standards in these respects. Consistently, however, the Committee has given distinct preference to applicants ranking in the upper third of their classes. Decided emphasis was, as in the past, given to the recommendations of officials of approved schools. The most helpful information concerning the qualifications of applicants was secured through the writing of personal letters, rather than the using of form letters. As often as possible personal interviews with prospective students were held.

As measured by standard tests the ability of freshmen admitted is higher and their scholastic preparation more adequate. This record is in keeping with records of other classes in recent years, showing continued improvement in the ability and preparation of our freshmen. The median score on the American Council Education Examination, for example, was 165 in 1933-34 as compared to 145.4 in 1932-33. The following tables give some interesting information concerning the Freshman Class.

TABLE I
GEOGRAPHICAL DISTRIBUTION—FRESHMEN
YEARS—1932-33; 1933-34

State	*1932-33*	*1933-34*	*State*	*1932-33*	*1933-34*
Alabama	9	6	Georgia	22	18
Arkansas		1	Illinois	12	5
Canal Zone	2		Indiana	2	2
Colorado		1	Iowa	3	1
Connecticut	9	11	Kentucky	12	14
Cuba	2	3	Korea		1
Delaware	7	4	Louisiana	1	
District of Columbia	6	11	Maine	3	1
Florida	7	9	Maryland	19	16
			Massachusetts	24	11

Mexico		1	Oklahoma	3	
Michigan	5	3	Pennsylvania	80	90
Minnesota		2	Rhode Island	5	5
Mississippi	5		South Carolina	14	11
Missouri	1		Tennessee	12	8
Nebraska	1		Texas	1	3
New Hampshire	1		Vermont		2
New Jersey	67	68	Virginia	25	16
New York	76	74	West Virginia	17	12
North Carolina	181	103			
Ohio	14	7	*Total*	648	520

It will be noted from the above table that an increasingly large percentage of our students are coming from a wide area. The number of applicants from a distance is continually increasing. The Committee is consistently giving preference to applicants from North Carolina and adjoining territory, believing it to be the first obligation of the University to serve first our own immediate section.

TABLE II

RELIGIOUS DISTRIBUTION OF FRESHMEN—YEARS—1932-33; 1933-34

	1932-33	*1933-34*
Baptist	74	41
Catholic	47	27
Christian	9	8
Christian Science	10	6
Community	1	2
Congregational	19	29
Dutch Reformed		4
Episcopal	59	62
Evangelical	2	
Hebrew	18	17
Lutheran	22	16
Methodist	212	176
Moravian	4	
None	6	9
None Given	20	12
Presbyterian	119	100
Quaker	5	
Reformed	11	10
Unitarian	5	
United Brethren	2	1
Universalist	3	
Total	648	520

For the sake of comparison, I give here the geographical and religious distribution of all students in Trinity College.

TABLE III

GEOGRAPHICAL DISTRIBUTION—UNDERGRADUATE MEN IN TRINITY COLLEGE YEARS—1932-33; 1933-34

State	*1932-33*	*1933-34*	*State*	*1932-33*	*1933-34*
Alabama	18	17	Massachusetts	61	50
Arkansas	4	3	Mexico	1	2
Brazil	1		Michigan	8	12
California	1	2	Minnesota	2	3
Canal Zone	3	3	Mississippi	8	5
Colorado	1	2	Missouri	1	
Connecticut	28	26	Nebraska	1	1
Costa Rica		1	New Hampshire	2	1
Cuba	2	4	New Jersey	134	154
Delaware	7	7	New York	149	174
District of Columbia	18	25	North Carolina	429	364
Florida	18	25	Ohio	33	26
Georgia	40	53	Oklahoma	6	4
Idaho		1	Pennsylvania	168	202
Illinois	22	18	Porto Rico	1	
Indiana	5	5	Rhode Island	12	10
Iowa	3	3	South Carolina	45	36
Japan		1	Tennessee	25	28
Kentucky	22	24	Texas	2	5
Korea	1	2	Vermont	1	2
Louisiana	1		Virginia	68	57
Maine	8	5	West Virginia	36	43
Maryland	55	53	Wisconsin	1	
			Total	1,452	1,459

TABLE IV

RELIGIOUS DISTRIBUTION—UNDERGRADUATE MEN IN TRINITY COLLEGE YEARS—1932-33; 1933-34

	1932-33	*1933-34*
Baptist	154	135
Catholic	84	77
Christian	19	21
Christian Science	16	16
Community	2	2
Congregational	49	63

Dutch Reform		4
Episcopal	147	162
Evangelical	4	1
Greek Orthodox		2
Hebrew	44	45
Lutheran	57	55
Methodist	526	527
Moravian	5	4
None	14	16
None Given	49	42
Presbyterian	223	239
Quaker	7	4
Reformed	31	29
Salvation Army	1	
Unionist		1
Unitarian	11	6
United Brethren	3	3
Universalist	6	5
Total	1,452	1,459

For the recorder's office, which works under the direction of the dean's offices, I submit interesting tables showing the enrollment by classes in Trinity College and the average of grades and quality-points of all classes, by the semester, for the two years under consideration:

TABLE V

ENROLLMENT BY CLASSES—1932-33; 1933-34

	1932-33	*1933-34*
Seniors	193*	184*
Juniors	265	243
Sophomores	362	375
Freshmen	648	671
Specials	11	13
Total	1,479	1,486

* 27 of these completed their work in the preceding summer quarter but received the degree with this class.

TABLE VI

A

FRESHMAN CLASS INCLUDING ADVANCED FRESHMAN
FALL SEMESTER—1932-33; 1933-34

Grade	*Number*		*Percentage*	
	1932–1933	*1933–1934*	*1932–1933*	*1933–1934*
A	167	207	5.50	6.67
B	645	662	21.27	21.33
C	1,066	1,189	35.16	38.32
D	653	644	21.54	20.75
F	430	303	14.18	9.76
	1933	*1934*		
Incompletes	36	40		
Absent	15	22	71	98	2.34	3.16
Dropped	20	36		
			3,032	3,103	99.99	99.99

QUALITY POINTS

	1932–1933	*1933–1934*
A	1,503	1,863
B	3,870	3,972
C	3,198	3,567
	8,571	9,402
Less F	1,290	909
	7,281	8,493

	1932–1933	*1933–1934*
Average per student (five courses)	12.15	14.10
Average per course (three hours)	2.43	2.82
Average per hour	.81	.94

	1932–1933	*1933–1934*
Percentage Passing Grades	83.47	87.07
Percentage Failing Grades	14.18	9.76
Percentage Incompletes, Absent from Examination, and Dropped	2.34	3.16

B

SOPHOMORE CLASS

FALL SEMESTER—1932-33; 1933-34

Grade			Number		Percentage	
			1932–1933	*1933–1934*	*1932–1933*	*1933–1934*
A			188	151	10.43	8.11
B			463	559	25.69	30.04
C			649	740	36.02	39.76
D			298	235	16.54	12.63
F			147	116	8.16	6.23
	1933	*1934*				
Incompletes	38	26	57	60	3.16	3.22
Absent	11	16				
Dropped	8	18				
			1,802	1,861	100.00	99.99

QUALITY POINTS

	1932–1933	*1933–1934*		*1932–1933*	*1933–1934*
A	1,692	1,359	Average per student (five courses)	17.10	18.15
B	2,778	3,354			
C	1,947	2,220	Average per course (three hours)	3.42	3.63
	6,417	6,933			
Less F	441	348	Average per hour	1.14	1.21
	5,976	6,585			

	1932–1933	*1933–1934*
Percentage Passing Grades	88.68	90.54
Percentage Failing Grades	8.16	6.23
Percentage Incompletes, Absent from Examination, and Dropped	3.16	3.22

C

JUNIOR CLASS

FALL SEMESTER—1932-33; 1933-34

Grade			Number		Percentage	
			1932–1933	*1933–1934*	*1932–1933*	*1933–1934*
A			153	159	11.56	12.99
B			425	462	32.09	37.75
C			435	424	32.85	34.64
D			206	111	15.56	9.07
F			68	31	5.14	2.53
	1933	*1934*				
Incompletes	16	15	37	37	2.79	3.02
Absent	15	19				
Dropped	6	3				
			1,324	1,224	99.99	100.00

QUALITY POINTS

	1932–1933	*1933–1934*
A	1,377	1,431
B	2,550	2,772
C	1,305	1,272
	5,232	5,475
Less F	204	93
	5,028	5,382

	1932–1933	*1933–1934*
Average per student (five courses)	19.50	22.65
Average per course (three hours)	3.90	4.53
Average per hour	1.30	1.51

	1932–1933	*1933–1934*
Percentage Passing Grades	92.06	94.45
Percentage Failing Grades	5.14	2.53
Percentage Incompletes, Absent from Examination, and Dropped	2.79	3.02

D

SENIOR CLASS

FALL SEMESTER—1932-33; 1933-34

Grade	Number		Percentage	
	1932–1933	*1933–1934*	*1932–1933*	*1933–1934*
A	127	142	15.74	17.47
B	332	323	41.14	39.73
C	263	273	32.59	33.58
D	57	54	7.06	6.64
F	15	9	1.86	1.10
	1932–1933	*1933–1934*		
Incompletes	5	7		
Absent	6	0	13	12	1.61	1.48
Dropped	2	5		
			807	813	100.00	100.00

QUALITY POINTS

	1932–1933	*1933–1934*		*1932–1933*	*1933–1934*
A	1,143	1,278	Average per student. (five courses)	24.30	24.90
B	1,992	1,938			
C	789	819	Average per course.. (three hours)	4.86	4.98
	3,924	4,035			
Less F	45	27	Average per hour	1.62	1.66
	3,879	4,008			

	1932–1933	*1933–1934*
Percentage Passing Grades	96.53	97.42
Percentage Failing Grades	1.86	1.10
Percentage Incompletes, Absent from Examination, and Dropped	1.61	1.48

E

A STUDY OF THE DISTRIBUTION OF GRADES AND QUALITY POINTS UNDERGRADUATE MEN OF TRINITY COLLEGE FALL SEMESTER—1932-33; 1933-34

Grade	*Number*		*Percentage*	
	1932–1933	*1933–1934*	*1932–1933*	*1933–1934*
A	635	659	9.12	9.41
B	1,865	2,006	26.78	28.65
C	2,413	2,626	34.64	37.51
D	1,214	1,044	17.43	14.91
F	660	459	9.48	6.56
	1932–1933	*1933–1934*		
Incompletes	95	88		
Absent	47	57	178	207	2.55	2.96
Dropped	36	62		
			6,965	7,001	100.00	100.00

QUALITY POINTS

	1932–1933	*1933–1934*
A	5,715	5,931
B	11,190	12,036
C	7,239	7,878
	24,144	25,845
Less F	1,980	1,377
	22,164	24,468

	1932–1933	*1933–1934*
Average per student (five courses)	15.55	18.00
Average per course (three hours)	3.11	3.60
Average per hour	1.039	1.20

	1932–1933	*1933–1934*
Percentage Passing Grades	87.97	90.48
Percentage Failing Grades	9.48	6.56
Percentage Incompletes, Absent from Examination, and Dropped	2.55	2.96

TABLE VII

A

FRESHMAN CLASS INCLUDING ADVANCED FRESHMEN

SPRING SEMESTER—1932-33; 1933-34

Grade			Number		Percentage	
			1932–1933	*1933–1934*	*1932–1933*	*1933–1934*
A			163	201	7.22	7.34
B			558	718	24.72	26.23
C			830	1,078	36.77	39.39
D			450	463	19.94	16.92
F			206	186	9.13	6.79
	1933	*1934*				
Incompletes	19	26				
Absent	16	27	50	91	2.22	3.32
Dropped	15	38				
			2,257	2,737	100.00	99.99

QUALITY POINTS

	1932–1933	*1933–1934*		*1932–1933*	*1933–1934*
A	1,467	1,809	Average per student (five courses)	15.10	16.50
B	3,348	4,308			
C	2,490	3,234	Average per course (three hours)	3.02	3.30
	7,305	9,351			
Less F	618	558	Average per hour	1.009	1.10
	6,687	8,793			

	1932–1933	*1933–1934*
Percentage Passing Grades	88.65	89.88
Percentage Failing Grades	9.13	6.79
Percentage Incompletes, Absent from Examination, and Dropped	2.22	3.32

B

SOPHOMORE CLASS

SPRING SEMESTER—1932-33; 1933-34

Grade			Number		Percentage	
			1932–1933	*1933–1934*	*1932–1933*	*1933–1934*
A			207	165	12.18	10.01
B			452	532	26.59	32.28
C			560	642	32.94	32.95
D			279	208	16.41	12.62
F			143	67	8.41	4.07
	1933	*1934*				
Incompletes	31	13				
Absent	21	13	59	34	3.47	2.06
Dropped	7	8				
			1,700	1,648	100.00	99.99

QUALITY POINTS

	1932–1933	*1933–1934*		*1932–1933*	*1933–1934*
A	1,863	1,485	Average per student (five courses)	17.70	19.80
B	2,712	3,192			
C	1,680	1,926	Average per course (three hours)	3.54	3.96
	6,255	6,603			
Less F	429	201	Average per hour	1.18	1.32
	5,826	6,402			

	1932–1933	*1933–1934*
Percentage Passing Grades	88.12	93.86
Percentage Failing Grades	8.41	4.07
Percentage Incompletes, Absent from Examination, and Dropped	3.47	2.06

C

JUNIOR CLASS

SPRING SEMESTER—1932-33; 1933-34

Grade			Number		Percentage	
			1932–1933	*1933–1934*	*1932–1933*	*1933–1934*
A			156	196	12.93	14.87
B			454	499	37.61	37.86
C			377	439	31.23	33.30
D			146	102	12.09	7.74
F			58	35	4.81	2.66
	1933	*1934*				
Incompletes	11	28	16	47	1.33	3.57
Absent	4	8				
Dropped	1	11				
			1,207	1,318	100.00	100.00

QUALITY POINTS

	1932–1933	*1933–1934*		*1932–1933*	*1933–1934*
A	1,404	1,764	Average per student. (five courses)	21.30	23.55
B	2,724	2,994			
C	1,131	1,317	Average per course.. (three hours)	4.26	4.71
	5,259	6,075			
Less F	174	105	Average per hour	1.42	1.57
	5,085	5,970			

	1932–1933	*1933–1934*
Percentage Passing Grades	93.86	93.77
Percentage Failing Grades	4.81	2.66
Percentage Incompletes, Absent from Examination, and Dropped.	1.33	3.57

D

SENIOR CLASS

SPRING SEMESTER—1932-33; 1933-34

Grade	Number		Percentage	
	1932–1933	*1933–1934*	*1932–1933*	*1933–1934*
A	157	187	16.25	17.58
B	436	463	45.14	43.51
C	283	313	29.29	29.42
D	66	73	6.83	6.86
F	10	13	1.04	1.22
	1932–1933	*1933–1934*		
Incompletes	4	4		
Dropped	7	8	14	15	1.45	1.41
Absent	3	3		
			966	1,064	100.00	100.00

QUALITY POINTS

	1932–1933	*1933–1934*
A	1,413	1,683
B	2,616	2,778
C	849	939
	4,878	5,400
Less F	30	39
	4,848	5,361

	1932–1933	*1933–1934*
Average per student (five courses)	25.50	25.50
Average per course (three hours)	5.10	5.10
Average per hour	1.70	1.70

	1932–1933	*1933–1934*
Percentage Passing Grades	97.51	97.37
Percentage Failing Grades	1.04	1.22
Percentage Incompletes, Absent from Examination, and Dropped	1.45	1.41

E

DISTRIBUTION OF GRADES AND QUALITY POINTS
UNDERGRADUATE MEN
SPRING SEMESTER—1932-33; 1933-34

Grade	Number		Percentage	
	1932–1933	*1933–1934*	*1932–1933*	*1933–1934*
A	683	749	11.15	11.07
B	1,900	2,212	30.99	32.69
C	2,050	2,472	33.44	36.53
D	941	846	15.35	12.50
F	417	301	6.80	4.45
	1932–1933	*1933–1934*		
Incompletes	65	71		
Absent	48	51	139	187	2.27	2.76
Dropped	26	65		
			6,130	6,767	100.00	100.00

QUALITY POINTS

	1932–1933	*1933–1934*
A	6,147	6,741
B	11,400	13,272
C	6,150	7,416
	23,697	27,429
Less F	1,251	903
	22,446	26,526

	1932–1933	*1933–1934*
Average per student (five courses)	19.05	19.95
Average per course (three hours)	3.81	3.99
Average per hour	1.24	1.33+

	1932–1933	*1933–1934*
Percentage Passing Grades	90.93	92.79
Percentage Failing Grades	6.80	4.45
Percentage Incompletes, Absent from Examination, and Dropped	2.27	2.76

F

DISTRIBUTION OF GRADES AND QUALITY POINTS
UNDERGRADUATE MEN
YEARS—1932-33; 1933-34

Grade	Number		Percentage	
	1932–1933	*1933–1934*	*1932–1933*	*1933–1934*
A	1,318	1,408	10.06	10.23
B	3,765	4,218	28.75	30.64
C	4,463	5,098	34.08	37.02
D	2,155	1,890	16.46	13.72
F	1,077	760	8.23	5.52

	1932–1933	*1933–1934*			
Incompletes	160	159			
Absent	95	108	317	394	2.42	2.86
Dropped	62	127			
			13,095	13,768	100.00	99.99

QUALITY POINTS

	1932–1933	*1933–1934*		*1932–1933*	*1933–1934*
A	11,862	12,672	Average per student (five courses)	17.40	19.05
B	22,590	25,308			
C	13,389	15,294			
	47,841	53,274	Average per course (three hours)	3.48	3.81
Less F	3,231	2,280			
	44,610	50,994	Average per hour	1.16	1.27

	1932–1933	*1933–1934*
Percentage Passing Grades	89.35	91.61
Percentage Failing Grades	8.23	5.52
Percentage Incompletes, Absent from Examination, and Dropped	2.42	2.86

TABLE VIII

FRATERNITY AVERAGES

YEARS—1932-33; 1933-34

Fall Semester

	1932–1933	*1933–1934*
Fraternity Average	.982	1.229
Non-Fraternity Average	1.041	1.118
All Men's Average	1.014	1.150

Spring Semester

	1932–1933	*1933–1934*
Fraternity Average	1.104	1.322
Non-Fraternity Average	1.285	1.215
All Men's Average	1.202	1.259

Summary for the Year

	1932–1933	*1933–1934*
Fraternity Average	1.043	1.282
Non-Fraternity Average	1.163	1.160
All Men's Average	1.108	1.203

PERSONAL WORK

Personal work is based in the fundamental belief that personality development and character training, as well as scholastic achievement, are very necessarily the duty of the college which aids the student in educating himself in the most meaningful sense of the word. Obviously, therefore, it is imperative that all who engage either directly or indirectly in this type of service must concern themselves with all matters relating to the general welfare of students, giving such assistance as the counselor is able to give, directing students in many cases to others from whom assistance may be gained, and coöperating in every way possible with all campus agencies able to share in the work. This aim necessarily means for those of us directly engaged in personnel work the holding of just as many informal, personal

conferences with individuals as possible. The value of these conferences is not measurable and often intangible, but I believe they are exceedingly worth-while, in fact a most important part of our work, and should be increased in number and scope. As soon as possible, additional assistance in the Deans' offices should be provided to enable counselors to give more time to interviewing students.

During the year definite steps have been taken to enlist the coöperation of staff and faculty members in promoting more social and informal contacts with the students. It is earnestly desired that all our efforts may be coördinated to provide a wholesome and inspiring atmosphere of earnest endeavors and fine gentlemanly conduct.

STUDENT ACTIVITIES OFFICE

I wish to refer very briefly to a phase of our work which we were able to begin expanding last September with the addition to our staff of Mr. W. M. Upchurch, Jr., as adviser to organized groups in extra-curricular activities. In recent years the number of fraternities, clubs, and various organizations has increased rapidly. It is well known that the aims of these organizations are quite worthy. By assisting them in developing their central aims and by helping them to coördinate their efforts into a more clearly defined program, they may, I believe, be brought to render distinct service to the life of the campus. We are, therefore, trying to help them develop their powers of usefulness.

Mr. Upchurch has set up an adequate system of checking and auditing the accounts of the student publications, Pan-Hellenic council, student government association, musical clubs, and others which receive and spend appreciable sums from the student body. This service is given in coöperation with the Treasurer's office without charge and is, in my opinion, proving of very distinct value to our students.

As manager of the Quadrangle Pictures, Mr. Upchurch has rendered very efficient service, and through his efforts has done much in making possible the continued contribution of funds

from the profits of the pictures to the Y. M. C. A. for its helpful service on the campus.

The Activities Office has been of decided assistance to the clubs and fraternities in furnishing information concerning the buying of necessary equipment, furnishings, and supplies. The service of the office is expanding, and I believe this division of our work will prove more and more helpful and will be of decided benefit in the personnel program.

STUDY OF STUDENT MORTALITY

We are continuing our study of student mortality and are coöperating with the Committee appointed by the North Carolina College Conference on the subject. By a more systematic checking of our records we are trying to assemble data which will be of prognostic value to us in the study of admissions and in our personnel work with students. In this connection, it should be stated that our study of the correlation of the results of our psychological examinations with college grades is being continued.

VOCATIONAL INFORMATION

Unfortunately, we have not been able to give as much help in vocational guidance as I feel should have been given. The distinct difficulty of efficient service in this field is recognized, but I believe that more vocational information should be organized and made more easily accessible to our students. As early as possible steps will be taken to give more adequate service in the field of vocational information.

H. J. HERRING, *Assistant Dean of Trinity College.*

THE FRESHMEN

The Freshman Office considers that scholastic achievement and the development of sound character are the paramount objectives of a college education. Its efforts, therefore, are directed toward the attainment of these two aims.

It is obvious that a freshman faces a significant transition period as he enters upon his college career. In order to secure

surroundings most conducive to a satisfactory adjustment on his part, it has been considered advisable to require him to live in a house designated exclusively for freshmen and to eat in the University dining halls—regulations which tend to promote a community of interests and activity, facilitate proper supervision, and lessen the distractions arising from frequent trips to town. The regulation forbidding him to own or operate any motor vehicle during his first year has been continued with satisfactory results, and week-end trips out of the city have been frowned upon. The Freshman Week Program has proved extremely beneficial. The Freshman Office coöperates to the fullest extent with the Student Government, the Pan-Hellenic Council, the Y. M. C. A., and other campus organizations in the effort to guide first-year men wisely and effectively, and it integrates its work with the supervision of upper-class activities.

Due in part to the higher grade of freshmen admitted under the plan of selective admission and in part to the regulations governing the conduct of first-year men, a steady improvement in scholarship has been made by the rank and file of the class. The percentage of freshmen eligible to the scholarship fraternity—Phi Eta Sigma—has remained the same; the improvement has occurred among those who average from a "C" to a "B" and by the lowest ten to twelve per cent of the class. The average for the class for the year 1933-34 was almost one and one-third quality points per student above that of the preceding year.

The Freshman Office has been deeply concerned with the question of fraternities. Due to the deferred rushing regulation instituted last year by which a freshman must average "C" in all courses to be eligible for pledging, the scholarship record of men pledged to a fraternity during the past year was superior. Practically half of the class made the average necessary for pledging, but only one hundred and fifty first-year men accepted bids. This group averaged over twenty-four quality points per man per semester for the year.

The stringent rules dividing freshmen from upper-classmen,

which the Pan-Hellenic Council deemed necessary in the face of deferred rushing, have been modified with a view to establishing sensible and normal relationships between first-year men and upper-classmen. The Pan-Hellenic Council has coöperated wholeheartedly with the Freshman Office in regulating the relations of freshmen with fraternity upper-classmen and the Student Government in regulating relations with non-fraternity upper-classmen. Through the Student Government, the Pan-Hellenic Council, the Y. M. C. A., and the class organizations, a sound and wholesome social life properly supervised and wisely restricted has been made available for first-year men.

There is sufficient evidence to warrant the belief that the scholastic level of the freshman class has been raised and that a more wholesome social life has been instituted. The most urgent need now lies in the better organization of the Housing Plan. Some five hundred freshmen are located in houses ranging from forty-one to seventy-five to a house without leadership other than that developed among their own ranks. By virtue of the regulations governing relations between first-year men and upper-classmen, contact with older men and responsible leaders on the campus is limited. As a result the older freshmen, who in the majority of cases constitute a less docile element, lead the younger men in an undesirable direction. Little direct steadying influence can be brought to bear, particularly during the formative first weeks when the class is finding itself and developing its own leaders. This office earnestly recommends that an older student, preferably a graduate student or even a senior, whose steadiness, tact, qualities of leadership, and soundness of character have been demonstrated, be located in each house. Some solution to the question of leadership and more adequate supervision of the freshman houses must be found if the objective of the development of sound character among freshmen is to be achieved. It is the opinion of this office that this problem is one which demands immediate attention.

In accordance with the desires of the Dean of the University, the Freshman Office has concerned itself with the more general social affairs of the campus. Through the Social Com-

mittee governing affairs involving both campuses, and through the Social Board of the Men's Student Government, an effort has been made to work out simple but effective machinery for governing social affairs and to aid in the promotion of efficient supervision of social functions. The various organizations on the campus and individual students and faculty have coöperated wholeheartedly in the undertaking.

ALAN K. MANCHESTER, *Dean of Freshmen.*

STUDENT HEALTH SERVICE

Beginning in September, 1933, we inaugurated the greatly enlarged and improved plan for taking care of the illnesses of our students, not only in the undergraduate colleges but also in the graduate and professional schools. The plan, we hope, will prove not only generous but practicable. For five dollars each semester charged every student, we guarantee to all students accepted here with no chronic disability revealed on the initial medical examination, complete infirmary and hospital care and expert medical and surgical treatment. The staff of the Duke hospital, in full coöperation with the staffs of the two student infirmaries, agree to this plan and bear any loss that may arise from inadequate funds. Furthermore, they make for their services to ill students against the medical fee fund far less than regular charges for such service.

The infirmaries and the hospital with their full staffs are thus at the service of our students needing care in illness.

At first sight it seems that we are undertaking more than can be done for the fee charged. We have set up the plan, however, by way of experiment and will test it over a period of two or three years, hoping that a spread over this period may prove its workability. It is, in reality, a remarkably cheap form of health insurance. Its success depends primarily on the effectiveness of the coöperation of our students, and of their family physicians prior to the entrance of the students. We require a physician's certificate to the effect that the applicant for admission is free from all chronic diseases, or that those he

may have will not too seriously interfere with his work or the well-being of other students.

Every incoming student is given a thorough medical examination, of which a careful record is kept. Those students found to have chronic diseases are given to understand that the health service will not bear the expense of the medical treatment of these troubles. On the result of the examinations, the Department of Physical Education is advised by the health service as to what form of exercise the given student might best take. Those needing corrective physical exercise are sent into special classes.

The Department, with the full coöperation and aid of the hospital staff, is making a detail study of the results of the examinations given to incoming students each year. It is believed that interesting facts with reference to diseases of students coming to us from various sections of the country will be revealed by this study. Naturally, it will take several years before anything of value can be arrived at in this way.

The tables given below will show the amount of work done by the Student Health Department during the years 1932-33 and 1933-34.

TABLE I

MEN'S STUDENT HEALTH DEPARTMENT

COMPLETE REPORT OF AMBULATORY AND BED CASES AND SPECIAL CONSULTATIONS IN DUKE UNIVERSITY HOSPITAL

YEARS—1932-33; 1933-34

Month	*Ambulatory and Bed Cases*		*Consultations*	
	1932–1933	*1933–1934*	*1932–1933*	*1933–1934*
September	1,326	1,203	66	40
October	1,953	1,653	76	75
November	3,631	.....	109	...
November and December	.....	1,611	...	75
December	1,601	.....	75	...
January	1,710	3,774	172	168
February	3,977	4,157	174	160
March	2,424	2,485	129	370
April	2,495	2,006	130	211
May to June 9	1,948	2,722	82	168
Total	21,065	19,611	1,013	1,267

TABLE II

THE WOMAN'S COLLEGE
COMPLETE REPORT OF AMBULATORY AND BED CASES AND SPECIAL CONSULTATIONS IN DUKE UNIVERSITY HOSPITAL
YEARS—1932-33; 1933-34

Month	*Ambulatory and Bed Cases*		*Consultations*	
	1932–1933	*1933–1934*	*1932–1933*	*1933–1934*
September	1,312	1,766	10	8
October	1,415	2,409	24	45
November	1,803		7	
November and December		2,692		63
December	792		8	
January	1,760	2,825	12	92
February	2,001	3,076	17	24
March	1,994	3,354	24	63
April	1,712	3,221	8	59
May to June 9	1,490	3,764	11	133
Total	14,279	23,107	121	487

JOSEPH A. SPEED, *University Physician.*

TRINITY COLLEGE PHYSICAL EDUCATION PROGRAM

The program of physical education for men is constantly being enlarged and is built around three objectives: (1) To determine by physical and medical examination the student's stage of development; history of illness and injury, if any; his physical condition on admission; his functional capacity and his body control in fundamental activities. (2) To provide work that is suited to the needs and capacities of the individual student. (3) To stress activities which tend to contribute to the worthy use of leisure time, to health, hygienic standards, and the development of social welfare.

All undergraduates are required to take Physical Education for four semesters. Classes meet three times a week for one hour each. A credit of six hours and six quality points is required in physical education for graduation.

The increasing interest in health and physical education has caused us to add a course in corrective gymnastics for the

subnormal individuals. The entire field of physical education, including intercollegiate athletics, should emphasize the development of the individual that he may function properly, avoid disease, and thus fit himself for his life's work. We are striving to improve the health habits of every student in the University. For many years the athlete has been looked after quite well. The great mass of the students are being taken care of by a well-rounded health and sports program. The corrective program is arranged to take care of the individuals who do not fit into the regular physical education program. This applies especially to the students with heart lesions, hernias, weak and flat feet, albuminuria, pastural disturbances, etc. Some of these cases are neither correctable nor curable by exercises, rest treatments, etc., yet will be helped by corrective and remedial physical education. The students will gain physically by exercises of a protective nature; their general development can be improved, and their organic efficiency and resistance to disease increased. Aside from the physical benefits to be derived, exercise will help these students mentally and morally. Effort is made to recognize the individual's capacity, needs, and undeveloped talents, and to build him up to the highest point of health and efficiency. So students who are physically defective are required to take corrective gymnastics. Those who are physically sound elect from the other courses. The following courses are given: basketball, beginning boxing, beginning swimming, corrective gymnastics, handball, soccer football, tennis, tumbling stunts, track, football, cross country, wrestling; these are for freshmen only; apparatus stunts, baseball, boxing, corrective gymnastics, golf, advanced swimming, touch football, advanced tennis, track, football, and cross country—for sophomores. There are forty-three sections in which eight hundred and sixty-one students are enrolled. The staff consists of six physical education instructors. The department has at its disposal one gymnasium, three indoor and three outdoor basketball courts, three soccer fields, one swimming pool, twenty-two tennis courts, twelve handball courts, and one track. The program is based on the concept that physical education is education in big-muscle (health-giving) leisure-time activity. The

program is made up of definite units of activities which are outlined in advance and adhered to throughout the semester. The instructors center their efforts in "teaching" the activities included in the program. Quizzes and examinations are given in all subjects; lectures are given and notebooks are kept by the students; also a final examination is given in each course so that the whole system parallels the general college instruction. A program of extra-curricular competition in the activities taught is organized and promoted, which, in addition to providing helpful entertainments and recreation, serves to supplement and stimulate the regular class work.

In addition to the required physical education, there is an intramural athletic department. It aspires to extend, perfect, and foster the aims and ideals of intramural athletics and to provide a healthful and wholesome pastime to all those who are interested whether as players or spectators, in athletics, and to abide by the principles of sportsmanship, honesty, and fair play.

The intramural department consists of regularly organized leagues, divided into divisions as follows:

The Fraternity League includes all Fraternity men.
The Unit League includes all non-fraternity men.
Dormitory League includes all freshmen.
Special leagues are organized at the discretion of the intramural department.

The leagues are subdivided into eight or nine teams. Each division plays for the division championship on a percentage basis; the winners of the division play the elimination system for the championship of the league. The winners of the league championships play for the Intramural Championship.

All team applications must be sent to the Intramural Department with a fixed deposit, which shall go to purchase equipment, trophies, and defray other expenses.

The affairs of the league are governed by the Intramural Board. The Intramural Board consists of four men, namely: John W. Coombs, K. C. Gerard, W. W. Card, and Dr. R. S. Rankin.

The intramural calendar runs through the nine months, as follows: September—fall golf, touch football, tennis, play-

ground ball; October—fall golf, touch football, tennis, playground ball, fall track; November—fall golf, touch football, playground ball, swimming, water polo, volley ball; December—water polo, swimming, volley ball, handball; January—basketball, swimming, handball; February—basketball, boxing, wrestling, handball; March—basketball, boxing, wrestling, spring track; April—relay carnival, free throw, spring tennis, baseball, horseshoes, track, golf, tennis; May—tennis, baseball, golf, track, horseshoes.

The intramural athletic department has the use of three fields for touch football, seven diamonds for playground ball, two fields for baseball, twenty-two courts for tennis, five courts for volley ball, one 75′ by 35′ tank for swimming and water polo, varsity mat room for wrestling and boxing, quarter mile track for track, six courts for basketball, outdoor track for relay carnival, two courts for horseshoes, Hillandale Golf course for golf, three fields for soccer, twelve courts for free throwing contests, and twelve courts for handball.

The three new combination basketball-tennis courts and the ten new handball courts will aid us greatly in carrying out our programs.

TABLE I

ENROLLMENT OF CLASSES—FALL SEMESTER 1933-1934

Freshmen				*Sophomores*			
P. E.	1A	Basketball	30	P. E.	51	Apparatus Stunts	24
	1B	Basketball	31		53	Boxing	14
	3A	Boxing	22		55	Corrective Gym.	7
	3B	Boxing	27		57	Basketball	18
	5	Corrective Gym.	21		61	Golf	35
	11A	Soccer Football	31		63A	Swimming	20
	11B	Soccer Football	21		63B	Swimming	29
	13	Swimming	34		65	Touch Football	42
	17A	Tennis	27		67A	Tennis	36
	17B	Tennis	34		67B	Tennis	40
	17C	Tennis	34		69	Track	15
	19	Tumbling Stunts	33		75	Band	23
	21A	Track	15		87	Football	24
	21B	Track	30		91	Cross Country	10
	25	Wrestling	15		187	School Programs of P. E.	6
	35	Band	38				
	37	Football	67				
	41	Cross Country	8				
			518				343

ENROLLMENT OF CLASSES—SPRING SEMESTER 1933-1934

Freshmen				*Sophomores*			
P. E.	2	Basketball	49	P. E.	52	Apparatus Stunts	18
	4	Boxing	16		54	Boxing	1
	6	Corrective Gym	25		56	Corrective Gym	14
	12	Soccer Football	11		62	Golf	62
	14	Swimming	23		64	Swimming	18
	18	Tennis	88		66	Touch Football	17
	20	Tumbling Stunts	15		68	Tennis	43
	22	Track	50		70	Track	19
	26	Wrestling	18		76	Band	16
	30	Baseball	22		80	Baseball	18
	32	Basketball	22		82	Basketball	4
	34	Boxing	5		84	Boxing	2
	36	Band	34		88	Football	16
	38	Football	31		90	Golf	3
	42	Swimming	9		92	Tennis	15
	44	Tennis	13		94	Swimming	18
	46	Track	20		96	Track	18
	48	Wrestling	4		98	Wrestling	6
					190	Training	7
			455				315

TABLE II

INTRAMURAL PARTICIPATION—YEAR 1933-1934

Name of Sport	*Number Participating*	
Fall Tennis	204	Singles
	53	Doubles
Touch Football	325	
Basketball	250	
Boxing	40	
Wrestling	40	
Fall Track	100	
Handball	114	Singles
	58	Doubles
Swimming	75	
Spring Tennis	256	Singles
	64	Doubles
Playground Ball	370	
Spring Track	130	
Golf	32	
Soccer	125	
Volley Ball	120	
Water Polo	40	
Total	2,396	

CARL VOYLES, *Assistant Director of Physical Education.*

THE WOMAN'S COLLEGE

To the President of the University:

I have the honor to submit my report as Dean of the Woman's College for the years 1932-33 and 1933-34.

In looking back over the four years since the women took over the new dormitories on the East Campus and began their life in their own college with their own campus, laboratories, gymnasium, library, class and administration buildings, certain lines of development stand out as especially significant.

First, of course, there is the large increase in numbers. In 1929 there were 458 women enrolled in the University, of whom 385 were undergraduates, 5 were enrolled in the School of Religion, and 68 in the Graduate School of Arts and Sciences. There was one dormitory, Southgate Hall, accommodating 150 women. In 1930-31, the first year under the new régime, there were 626 women enrolled, 437 including the student nurses living on the campus. Each succeeding year has seen an increase, although not so large a one. In 1931-32, Jarvis House, remodeled and refurnished, was opened and, including 60 student nurses, the resident students increased to 567, the total enrollment to 735. In 1932-33, upon the completion of the Nurses' Home, Giles House became available and the resident students, exclusive of the student nurses, increased to 562, the total enrollment to 781. There were so many applications during this year and the summer of 1932 that Aycock was opened in September and our resident students numbered 640, the total reaching 854, 715 in the Woman's College, 72 in the School of Nursing and Hospital Division, 55 in the Graduate School, 6 in the Law School, and 3 each in the Schools of Medicine and Religion.

In spite of hard times the college lost a comparatively small number who were obliged to drop out for financial reasons. In 1931-32 the entire number dropped for all causes, chiefly financial, was 39; in 1932-33 it was 53, 5 because of failure in work, 3 because of unsatisfactory conduct, 9 because of illness, 15

because of financial stress, and 21 for various other reasons. Since 22 new students were registered in February the total loss was 31. In 1933-34 the number was smaller, 13 being dropped because of failure, 3 for disciplinary reasons, 3 left to be married, and 2 withdrew possibly for financial reasons. Eighteen new students enrolled in the second semester, making an exceptionally small total loss.

During the four years there has been a decreasing withdrawal of old students during the summers. This has meant a rapid increase in the proportion of old to new students, a decided factor in the improvement of morale. During these years we have also been developing our methods of selecting students, and it is the consensus of opinion, I believe, that the quality of the students has decidedly improved. Owing to the rapidly increasing number of applications it has seemed wise to have interviews wherever possible. Each year a larger number have visited the college. For three years the Dean has spent ten days in interviewing applicants from the larger Northern cities and a rather wide area in their vicinity, and our alumnae have been of special help in interviewing applicants from the South. These interviews together with improved application and recommendation blanks have provided better ways of judging an applicant's ability and quality. Partly because of our selective methods and partly because of lack of room, we accepted for the year 1934-35 only 49% of our applicants.

There has also been a decided change in the distribution of our students, a larger proportion coming each year from the Middle, Northern, and Western states, with a decided majority, however, from the South. In 1933-34, slightly more than 36% were from North Carolina and nearly 64% from the Southern states as a whole. Twenty-nine states and one foreign country were represented. Although many reasons enter into it, the major reasons for the large number of Northern applicants are the growing reputation of the University and the low costs as compared with Northern colleges and universities of equal rank.

The rapid increase in students has brought many problems

and has occasioned many changes. Among the more significant have been the increase in the number of women on the faculty, the larger number of courses offered on the woman's campus, the development of the Woman's Library, the beginning and rapid growth of work in Fine Arts and Music, the growth in the Department of Physical Education and in the Student Health Service, the increasing activity of the alumnae, and especially the decided increase in student initiative and participation in matters of college and university interest. The latter has been particularly noticeable in the last two years.

Among other projects, the senior classes beginning with 1932 have given the planting in front of the Library and the Union, have built a new bell tower for "Marse Jack," have coöperated with the faculty in various studies involving transportation facilities, student honor, etc. The sophomore honor society, "Sandals," and the Social Standards Committee of the Woman's College Government Association have taken over the old gymnasium, rechristened it the "Ark," raised money for its repair and furnishing, and have made it a most attractive center, managed by themselves with the able assistance of Miss Evelyn Barnes, head of Alspaugh House, for informal social life. Other classes have contributed money also to this and other enterprises.

In many other ways the women showed their interest in the college and in affairs beyond the campus walls. For three years they edited, managed, and financed entirely by themselves a magazine called the *Distaff*, but in the spring of 1934 after conferences with the Publications Council decided to discontinue it and to work on fairer terms than formerly on the *Chronicle* and *Archive*. In the spring of 1933 the women also became intensely interested in campus politics and, under the leadership of the college branch of the League of Women Voters, put through a new constitution for the Woman's College Government Association based on the idea of oral and written civil service examinations conducted by a carefully chosen committee of the faculty. The women have also been keenly interested in the relief work of the city. They have worked at the

Wright Refuge, the Salvation Army home for young women, the hospitals, and elsewhere. At Christmas time they have bought toys, clothing, and food for those in want. Some of the dormitories have taken a family to help, have visited the family, and have bought whatever was needed for each member. In all such projects, and in many others as well, the Y. W. C. A. has been an active leader.

The college has attempted to develop a varied, democratic, and adequate social life centered on its own campus. Many groups and organizations have shared in this effort, notably the heads of the residence houses under the able guidance of Miss Mary Grace Wilson, Social Director, the sororities, the student committees in each dormitory, the Y. W. C. A., the Council of the Woman's College Government Association, and especially the Social Standards Committee, a large committee composed entirely of representative students from all classes. There is also a Social Council composed of members of the staffs of both Trinity and the Woman's College and of men and women students which arranges the program of the more formal social events involving both campuses, and discusses matters of general social concern.

The growth of the national sororities has been steady, but the proportion between their members and the independents has not greatly changed. In 1933-34 it was about fifty-fifty. There are now eleven sororities, ten national and one local. At present the sororities have chapter rooms in the dormitories, but not more than twenty to twenty-five members are allowed to room in one dormitory. Although there has been discussion concerning the possibility of having the chapter rooms in a Pan-Hellenic building, both sorority and non-sorority girls prefer to continue the present arrangement as long as possible. On the whole the sororities have been helpful in these transition years in keeping contacts with alumnae, in upholding good standards of work and conduct, and in organizing the social life. The most serious difficulties arise at the time of rushing, and these constitute a definite problem which has not been satisfactorily solved, although reforms and experiments are

being constantly initiated. Except at such times and during elections little trouble arises, and the friendship and coöperation between sorority girls and independents are notable.

During the last four years there has been a constantly growing interest in sports. Under the direction of Miss Julia Grout, the Physical Education Department and the Woman's Athletic Association have held swimming meets, have organized basketball games between sororities, residence houses, and classes, have had field days with tennis matches, track events, riding exhibits, etc. In 1933-34 the spring Field Day was held on the morning of May Day, was attended by many alumnae, parents, and students, and was so successful that we intend to make it an integral part of the May Day festivities.

The Physical Education Department also coöperates with the infirmary and hospital in the student health service. The examinations of each new student in the fall have been made more thorough and include the tuberculin and other tests. For those girls who need special physical care there has been careful corrective work in the gymnasium and, if necessary, observation and treatment in the Duke Hospital. The infirmary on the woman's campus maintains two resident nurses, and here the slighter illnesses and accidents are treated. More serious cases are cared for at the hospital. We have had few serious illnesses, other than appendicitis cases, and very few contagious diseases. However, there are too many colds and too many cases of tired or strained nerves. There is still great need of an experienced and wise woman physician who will not only have charge of the students' health, but will be available for consultation and advice in matters which cannot easily be handled by anyone else.

The gift to the women by the University in 1932 of a cabin some seven miles from the campus has offered a delightful place for a day's outing or for a restful week-end, and has been used by many groups, among them the Y. W. C. A. which holds here its annual retreat. The work of the Forestry Department in building fireplaces here and there in the Duke forest and the opening of the grounds of the old Duke home within walk-

ing distance of the college have provided other pleasant places where students and faculty have enjoyed together the informality of picnic suppers. The Explorers' Club, usually meeting every fortnight, has given opportunity for faculty and students to take long walks together and to gather around an open fire for talk and song.

In speaking of the student health and social life due appreciation should be given to Mrs. Roberson, our dietitian, and her assistants. The food has been well chosen, meals well balanced, and for the most part well cooked, and served as attractively as is possible in large dining halls. There is, however, great need of steam tables so that breakfast and lunch can be served more economically with less waste and greater efficiency. A delightful feature of the Union has been the monthly formal dinners at which special guests are invited, candles lighted, and special menus served.

During these years there has been an increasing number of opportunities for self-help students. All the waitresses in the Union are students, the office girls in the dormitories are students, there are student assistants in the libraries and in various offices. In addition, the University has been generous in granting scholarships and in making loans to students in need. Some of our ablest and most popular girls have been self-help students, and this has tended to keep our social life simple and democratic.

One of the problems perhaps especially acute because of our rapid growth has been the orientation of freshmen. For the first year after leaving Southgate we tried freshman houses but discontinued it the second year. In some ways, especially in the observance of social regulations somewhat stricter than for older classes and in the development of class spirit, the separate houses are an advantage, but without the presence of the older women it is harder to develop an interest and participation in college rather than class traditions and concerns, the older women cannot so easily help in the training and development of the younger, and the more mature freshmen are discontented because of lack of contacts with the older girls.

Freshman week has been largely under the direction of Mrs. Hazen Smith, Assistant Dean, and Miss Wilson, Social Director. Perhaps its most interesting feature, aside from the placement tests, has been the glad coöperation of the older girls. Only chosen girls are allowed to assist at this time, and it is regarded by all as an honor in spite of the hard work and the shortening of the summer holiday which it entails.

In 1933-34 a plan of student advisers was instituted by Mrs. Smith which worked so well that it is being continued. A number of responsible juniors and seniors were chosen, each one of whom was adviser to ten freshmen. These advisers met frequently with Mrs. Smith for study and for guidance and worked with their freshmen throughout the year. Returning early to help during freshman week are these advisers, the Student Council, the Y. W. C. A. cabinet, and the sophomore society, the Sandals. In discussing freshman week with the freshmen themselves the rather general criticism has been that the period is longer than necessary and is apt to develop habits of idleness and a wrong attitude toward academic work which holds over at least until after the first reports.

A specially significant development already mentioned but deserving fuller treatment has been the growing appreciation and activity in the fields of art. It has been manifested in many ways, but special emphasis should be given to the work of the Department of Fine Arts which has developed remarkably and for which there is a rapidly growing demand. In 1933-34 for the first time there were classes also in the history of music and in harmony and counterpoint. Attention should also be given to the work of the Glee Club and Chapel Choir, to the exhibitions of the dancing classes and the May Day pageants, and to the collections and exhibitions in the Woman's Library. Loans and gifts have been made to the Library which have made it more beautiful, the loan of a specially beautiful Hoppner by Mrs. B. N. Duke, gifts of paintings by Mr. Dula, and of an antique Chinese rug and Chinese embroidery by Mr. and Mrs. James A. Thomas. There are permanent exhibitions from the loan collections of Mrs. Barber and frequent special exhibits

arranged by the Art Association and the Fine Arts Department, such as the etchings of Alfred Hutty, portraits by Prince Troubetskoy, East Indian and Persian paintings loaned by Professor Widgery, photographs and drawings of Greek vases and Gothic architecture, arranged by the classes in Fine Arts, collections of the work of Southern painters, etc.

Of special interest to the women and to those interested in the social customs, furniture, and architecture of the Southern states, as well as in the origins of the tobacco industry and the early life of James B. Duke, is the gift by one of our alumnae, Mrs. Mary Duke Biddle, of the old Duke homestead, restored and refurnished as nearly as possible as it was when Washington Duke lived there in 1865.

In general the scholarship of the women has been good. In 1931-32 the average number of quality points earned varied from 17.6 for the freshmen to 26.8 for the seniors and 22.5 for the entire student body. In 1932-33 the average number earned varied from 18.37 for freshmen to 25.59 for seniors, the general average being 22.58. In 1933-34 the average fell slightly, being 18.56 for freshmen, 23.93 for seniors, and 22.45 for the entire group. In each year there have been comparatively few obliged to leave college because of failure, but the number of freshmen who have not made sophomore rating has been large. This group constitutes a definite problem. It is composed to a large extent of students either ill-prepared or of less mental ability in spite of good grades in high school and to some extent of girls of good ability and preparation who are maladjusted, emotionally unstable, or uninterested in their work. A number do not return the second year, a few who do return succeed, but the majority fail in some or most of their sophomore work and drop out at the end of the year. This situation could be remedied to some extent at least by raising the requirements for admission and by raising the number of quality points required before a student is allowed to return.

Perhaps a better way of judging the ability of the women is the number of those on the Dean's List, those admitted to Phi Beta Kappa, and those receiving the competitive sophomore

and junior scholarships. In 1930-31 ten undergraduate women were elected to Phi Beta Kappa; in 1931-32 fifteen; in 1932-33 eleven, and in 1933-34 thirteen. In 1932-33 of the five scholarships offered for the best record in each of the freshman and sophomore classes three of the freshman and two of the sophomore were won by women. In 1933-34, two in each class were won by women, and the highest average in the entire freshman class was made by a girl, Miss Dorothy Seymour. In 1932-33 when the Dean's List was initiated, 35 juniors and 36 seniors made the list at the end of the first semester; in 1933-34, 30 juniors and 41 seniors were on the list in the first semester and 43 juniors and 50 seniors in the second semester.

On the whole the women are not entering the Honors Courses as frequently as are the men, although this is not the case in certain departments. Those who do have for the most part acquitted themselves creditably. Miss Elinor Douglass, who took honors in English in June, 1934, won a competitive scholarship of five hundred dollars at Columbia, and other women graduates have received scholarships and fellowships in other colleges and universities. To encourage fine scholarship, the Pan-Hellenic Council in 1933-34 established an award of one hundred dollars to be given to the senior woman who, during her junior year and the first semester of her senior year, makes the highest scholastic record. The award was presented for the first time to Miss Rosanelle Cash of Winston-Salem.

There has been a tendency in the last two years, explainable in part at least by the economic situation, away from teaching as a vocation toward medicine, law, business, and social service. In the latter field the women have had opportunity for practical work in the Legal and Hospital Clinics.

One of the notable developments of the last four or five years has been the growing interest of the alumnae. The Alumnae Council has met regularly, and many alumnae have returned over week-ends, at May Day, and at Commencement. The number of alumnae who were members of the secret honorary senior society, the White Duchy, which is comparable to the Red Friars among the men, is growing, and on Sunday morning

after May Day it is their custom to have a breakfast. Last year after breakfast they adjourned to the Dean's new home and spent two hours talking of what they could do to stimulate alumnae activity and to be of service to the college. As a result, a committee was appointed which has been active and will undoubtedly help in many ways. At Commencement the Council and the Assistant Alumni Secretary, Miss Elizabeth Aldridge, planned a Mary Duke Building reunion of all those who had lived in the old Mary Duke dormitory. A special section of one of the dormitories was set aside for them, and it was so successful that a plan is on foot to have similar reunions every year of those who were in college together.

During the year a group of prominent alumnae, officers of the Council and Association, met for luncheon in the Union and for an afternoon's conference in the Dean's home with some of the faculty and students to discuss the needs and problems of the college. This meeting aroused so much interest that like conferences are to be held more frequently. We believe that closer contact with the alumnae is greatly to be desired. We wish them to be familiar with the college in all its workings, and we need their advice and support.

Such, in brief, has been the course of the Woman's College during the last four years. They have been busy years, and every member of the staff has given unstintedly of her time and interest. Possibly the most significant thing has been the coöperation and friendliness of the staff, faculty, business office, and students and the definite *esprit de corps* which has developed in the college.

As we look ahead to the next ten years certain problems and needs stand out conspicuously. And first is the necessity of seeing clearly what the college is to be in its relation to Trinity College and the University. It must not become a junior college only; it cannot and must not become an entirely separate college with all its work on the woman's campus. Not only would this inevitably mean the lessening of opportunities for the students, but it would be uneconomical, necessitating the duplication of expensive books and laboratory equipment, and

an unnecessary increase of faculty. As I see it, there must be an adequate number of sections and courses given on the woman's campus to take care of the freshman and sophomore work, and there must be a larger number of advanced courses, but women must not be deprived of the opportunity to work in whatever department they will or with professors of note. The problems of schedule and able faculty teaching on the woman's campus must be worked out satisfactorily without injustice to the women. The advantages of a coördinate college are chiefly those of a separate campus, separate student organizations giving women a chance for responsibility and initiative, separate classes to some extent, and at the same time the use of the University library and laboratories and the opportunity in many fields to work under great teachers, both men and women.

Thus far the Fine Arts has had its home on the Woman's Campus, and there it seems to me it should develop with its own well-planned and well-equipped building, with men as well as women instructors. In the next ten years this department should be rapidly developed. There is, as I see it, an unusual opportunity for a center of Fine Arts and Music in this region. It is possible that we could develop such a center in coöperation with the University of North Carolina which might stimulate appreciation of all the arts and stir creative activity in North Carolina and this entire section of the country. It would require a director of exceptional ability, but I believe we should not let this moment of opportunity slip by us. Such a director could begin the larger plan and at the same time teach in the department.

One of the problems before us in the coming years is to bring to our college able women professors of fine background and training and of rich personality who may touch and influence the lives of our young students. We need their wisdom also in the building up of the college. There must come an expansion and enrichment of the curriculum; changes, perhaps radical, in the methods of teaching and study, in requirements both for admission and for graduation, in examinations, etc. There will assuredly come changes in the social set-up. The

tendency seems to be toward greater student participation in many phases of college education. To encourage this tendency, to guide it where it needs guidance, to coöperate sincerely and frankly with the students, the college must have men and women of liberal and friendly spirit, who understand youth, who win respect for their scholarship and intellectual honesty, admiration and trust for their character, and liking for their personality, and who have time to give to students. To share as we must in student and faculty life puts an unduly heavy strain upon the comparatively few women now on our staff and faculty. In spite of our recognition of the need and our willingness to do all in our power it is now impossible to give the time and care which we should, and this will become increasingly true as the number of students grows and their interests become more varied and our problems more pressing.

Another matter facing us in the immediate future is the question as to our size. If the infirmary is moved, as it should be, to a separate building we shall have room for some eleven or twelve more students. Our applications are increasing and the pressure to increase the number in our houses will be great. The Dean is convinced that it is most unwise from the standpoint of physical and mental health and happiness to add one more than the maximum number now set. The number admitted should be strictly limited to those who can be accommodated without overcrowding, and as many rooms as possible should be made single rooms since they provide the independence and occasional solitude which is needed for the best work and for quiet nerves.

In looking ahead a few years the Dean hopes that certain changes may be made in the dormitories which would benefit the common life. At present there are no guest rooms available. Until more adequate arrangements can be made one room in each house should be set aside as a guest room to be used for alumnae and to be rented for a moderate sum to the girls whose mothers or friends are visiting them. On the second floor of each house two rooms should be thrown together and furnished for an informal living room. The long windows in the central

living room on the first floor of each dormitory should be made into French windows opening onto a brick or stone terrace which could be softly lighted and used for out-of-door reception rooms. Much of our year is so warm that the students like to be out of doors, and at present there are almost no places on the campus where they can sit.

If the number of resident students is increased the Union, now used to capacity, will present a problem, as it already does on the occasions where there are many guests on the campus. We believe that there are social values in a dinner hour when all sit down together which should not be lost. Cafeteria service at all meals for four years tends to ruin good manners and destroy appreciation of a well-ordered dining-room. It does not fit young men and women for the amenities of a beautiful and restful home life. It may be possible to work out a plan of second tables in one dining-room. Possibly another dining-room could be built over the kitchen with a passage way between that and the one already in use on the second floor, but there should be no increase in our numbers until we can manage our dinner without resorting to cafeteria service.

Some of the buildings on the campus are not fully used and should be remodelled as far as necessary to meet our needs. Possibly the Department of Fine Arts, now cramped for room and without studios, could use West Duke with slight changes until an adequate new building is available. Plans are under way to make the Faculty Club into an infirmary, thus providing quieter rooms and sleeping porches. A little chapel with beauty of line and color and an atmosphere of worship, a dream dear to the Y. W. C. A., could be made either in East Duke or possibly in the large room under the Auditorium, providing that the pipes and fixtures could be entirely hidden. Game rooms could be made in the basement of the Ark or in Crowell, and, if the latter is not used for a Pan-Hellenic house, a small social center could be developed there, or possibly a residence house for graduate students which would give some thirty-five more places for undergraduates in Aycock.

More reading-room space must be made available in the

library. Perhaps the best plan, as soon as other rooms can be used for Mrs. Barber's collections, would be to take the present Booklovers' Room for a newspaper and magazine room and make the large upstairs room the Booklovers' Room with pictures on the walls, comfortable chairs and small tables, rugs, and occasionally an open fire, such a room as the Bryn Mawr Library has or our own Medical School.

In the next ten years we hope to find or to make room for various kinds of hobbies and creative activities to which students, both men and women, can turn in their leisure time, working under direction of faculty or older students of the same interests but with greater skill. Such a plan would be to some extent unique but would meet our modern needs and should create a joyous spirit of happy work which would go far toward solving some of our problems of maladjustment whether they be personal, social, or intellectual. We could at least make a beginning with rooms now at our disposal and at a cost which I believe would be comparatively slight. If it succeeded we could extend the plan as we could afford it. The experiment seems well worth trying.

As in Trinity College the next ten years must see also a steady improvement in our selection of students, greater emphasis on accurate, scholarly, independent, honest, and interested work, greater opportunity for the talented student to go as far as he can along his chosen way under special direction, a clearer recognition and wiser treatment of maladjustment of various kinds, more scholarships provided for the high school graduate of special ability and for the ablest undergraduates, more scholarships and fellowships to enable our best seniors to continue their training. Here the undergraduates and especially the alumnae can help. I should like to see one or more fellowships established which should be awarded to our ablest seniors for further study in this country or abroad.

The next ten years should see also a rapid growth in alumnae interest and support. Our alumnae are going back into many states, are becoming prominent in the work of the American Association of University Women to which they rejoice to

be fully eligible, and of other national women's organizations. They are interested in sending us able girls of fine quality. Most of them want to keep in touch with the college and to return whenever possible. Although the women wish, of course, to receive their degree from the University, to belong to the general alumni associations, and to share the class reunions with the men, there is need, I think, of larger alumnae quarters on our campus and of an alumnae secretary who would work in close coöperation with the alumni secretary but would have an office on the East Campus. Returning alumnae always come to this campus, want to room in their old halls, if possible, see their friends among students and faculty, and eat together. The change of the Alumnae Room to East Duke in 1934 was a delight to the alumnae. The room is attractive, friendly, and a pleasant center for meetings, but with our full dormitories and dining rooms it is sometimes impossible to find rooms for the night or accommodations in the dining rooms for the many girls who return in the course of the year. It should be possible to have an Alumnae House on or near the campus, financed by renting guest rooms, rooms for small dinners and parties, and by running a much to be desired tea room. There are such houses in many colleges, some, like the beautiful home of ex-President Thomas of Bryn Mawr, given outright to the alumnae, others, like that at Agnes Scott, financed and run as a paying proposition by the alumnae themselves.

All of these and many other questions will arise in the next few years. The willingness and indeed the eagerness of many students, members of the faculty, and alumnae to give of their time and energy to the solution of our present problems is a good augury for the future.

ALICE M. BALDWIN, *Dean.*

THE GRADUATE SCHOOL OF ARTS AND SCIENCES

To the President of the University:

I have the honor to submit the report of the Graduate School of Arts and Sciences for the academic years 1932-1933 and 1933-1934.

Trinity College was succeeded by Duke University in December, 1924. The approaching tenth anniversary of this memorable event furnishes an appropriate occasion for a brief review of the progress that has been made by the Graduate School. Trinity College had thirty-five graduate students in 1923-1924, the last year before Duke University was established. The Master of Arts degree was conferred upon sixteen persons at the College commencement of 1924. By contrast, there were 217 students in the University Graduate School in 1933-1934 and at the 1934 commencement advanced degrees were conferred as follows: forty-nine Masters of Arts, seven Masters of Education, and twenty-two Doctors of Philosophy. During the period of ten years since 1924 the University has conferred upon students of the Graduate School a total of 650 degrees divided as follows: 511 Masters of Arts, 54 Masters of Education, and 85 Doctors of Philosophy.

The growth in numbers of the Graduate School was uninterrupted from 1924 to 1933, each year bringing an enrollment greater than that of the previous one. Depressed economic conditions in the country from 1929 through 1933 were in some ways favorable to graduate school attendance. Recent graduates who could not find positions decided to enroll for post-graduate courses. Teachers who lost employment because of retrenchment in schools, colleges, and universities entered the graduate schools to increase their professional attainments while awaiting other openings. Since 1933, and especially during the summer of 1934, there has been a noticeable increase in the demand upon graduate schools for persons to fill positions as teachers, in new branches of governmental service, and in

other employment. The result has been a moderate decline in graduate school attendance in 1934 which is, however, not regrettable if it is an indication of economic recovery in the country.

In 1923-1924 thirty-four out of thirty-five graduate students in Trinity College were registered from North Carolina, and twenty-nine out of thirty-five were holders of the degree of Bachelor of Arts from Trinity College. From this small beginning with local patronage the Duke Graduate School has in the past decade made encouraging progress toward national character and influence. In 1933-1934 the number of graduate students registered from North Carolina was 74 out of 217 or 34%. The registration from other states and foreign countries was 143 or 66%. Thirty-six states, the Panama Canal Zone, Austria, and Roumania were represented. States having four or more students in the Graduate School were North Carolina, 74; South Carolina, 17; Pennsylvania, 13; Georgia, 9; New York, 9; Tennessee, 9; Virginia, 9; Massachusetts, 7; Alabama, 5; Maryland, 5; Ohio, 5; Texas, 5; West Virginia, 5; Kansas, 4; Mississippi, 4. In 1933-1934 fifty graduate students or 23% held baccalaureate degrees from Duke University, and 167 or 77% held baccalaureate degrees from 123 other colleges and universities. Although these colleges and universities are for the most part east of the Mississippi River, many Western States are also represented.

During the decennium the natural science departments of the Graduate School have come into possession of the splendidly equipped new laboratories on the West Campus. The growth of the Library to the second position among university libraries in the Southern states has provided a wealth of new material for the use of students in the social sciences and in the humanities. Distinguished teachers and leaders of research have been appointed to the faculty in many fields of study. Large appropriations have been made for the maintenance of fellowships and scholarships to aid graduate students of exceptional promise in meeting living expenses.

In November, 1932, the Association of American Universi-

ties voted to rank Duke University as a "University of Complex Organization" on its "Accepted List of Colleges and Universities Approved by the Association." Previously the University had been listed among the colleges approved by the Association as "primarily organized with undergraduate curricula leading to the B. A. or B. S. degree." A Committee on Graduate Instruction of the American Council on Education conducted a study of graduate instruction in the United States in 1933 and 1934. One hundred scholars in each recognized field of knowledge were asked to indicate by a majority vote the institutions deemed to have an adequate staff and equipment to offer the Doctor of Philosophy degree in that field. Duke received a majority vote in eight fields and was third among the universities of the Southern states in this respect.

A noteworthy development in the University's program of graduate instruction during the past decade has been the remarkable increase in the attendance of college graduates for Summer Session work. In the past two years a body of five hundred or more college graduates has been in attendance during the first summer term of six weeks. About half as many attend during the second term. Thus the number of individuals receiving graduate instruction during the summer months is far larger than during the regular academic session. At each commencement the Master's degree earned by summer work is conferred upon many candidates. Dr. Holland Holton, Director of the Summer School, and the Dean of the Graduate School have acted in constant and cordial coöperation in the endeavor to maintain high standards of instruction and student achievement in the summer graduate courses.

In the spring of 1934 a Research Council was organized in the University to succeed the former Research Committee. Dr. Paul Gross is chairman of the Research Council, and its membership includes the Dean of the Graduate School and several members of the Graduate Council. For the academic year 1934-1935 a substantial amount has been provided in the University budget for grants in aid of research projects undertaken by members of the faculty. A list of the published re-

sults of research by members of the faculty up to July 1, 1934, will appear in connection with the President's report.

The committee which was appointed by the President in May, 1934, to make plans for the further development of the Graduate School consists of Professors Ellwood, Hargitt, Hubbell, Perlzweig, and Rippy with the Dean of the Graduate School as chairman. Frequent sessions of this committee will be held during the fall of 1934 in the endeavor to foresee the needs of the Graduate School during the next decade and to indicate the directions in which progress can and should be made.

During the biennium a number of members of the faculty of the Graduate School enjoyed leaves of absence to carry on research in the United States and in several foreign countries. The University is fortunate in their return to bring to their students fresh material and a broadened outlook in their respective fields. The system of sabbatical leaves is of the highest importance to the Graduate School in giving to its teachers opportunities to profit by residence at the best available centers of research and to obtain knowledge and experience to enrich and vitalize their courses.

In 1932-1933 three members of our graduate faculty were observing the highly important political, economic and social changes in Germany. One of these men, Professor Calvin B. Hoover, after his return to the United States published an important volume entitled *Germany Enters the Third Reich*. This work met a favorable reception from the critics as one of the best available books on the German political and economic situation. Professor Clement Vollmer cultivated the field of German literature, and Associate Professor John W. Carr, Jr., studied the curricula and technique of teaching in certain of the public schools of both Germany and France. These members of the faculty presented fruits of their year's work in addresses before university and community groups and in timely periodical articles.

In the autumn of 1933 Professor Earl J. Hamilton returned from Spain, where he had been conducting research in Spanish

archives as Director in Spain of the work of the International Scientific Committee on Price History. Dr. Hamilton published in 1934 the first volume of the results of his several years of work in Spain as one of the volumes of the Harvard Economic Studies. Another volume will appear in the near future.

Professor F. G. Hall of the Department of Zoölogy was engaged during the second semester of the year 1932-1933 in research at Cambridge University, England. Before his return to the United States he visited a number of zoölogical and physiological laboratories on the Continent.

Professor Richard H. Shryock of the History Department was also on sabbatical leave during 1932-1933 engaged in research in the history of modern medicine. He spent the fall and winter in the libraries of Philadelphia, and in the spring and summer he was in Europe working for a considerable time in London at the British Museum and later in Munich. After his return to the University he delivered before the School of Medicine in 1933-1934 a course of lectures on medical history.

Because of the economic depression the number of sabbatical leaves for the academic year 1933-1934 was somewhat curtailed. However, Professor Frederick A. Wolf of the Department of Botany was on leave for a year's work at Harvard University. Dr. Frank W. Constant of the Department of Physics was engaged for the year in research at Cambridge University, England. Professor W. K. Boyd of the Department of History was granted leave for the second semester and was engaged in research in Southern history at Washington and other points. Professor Elbert Russell of the Department of Religion spent the year in a tour around the world, giving especial attention to the status and activities of American missionary enterprises in the various countries which he visited. Since his return to the University, Dean Russell has been delivering a series of lectures on his observations and experiences abroad. During the spring of 1934 Professor William McDougall was on leave in England. Professor Calvin B. Hoover devoted half of his time during the second semester to service

in Washington as an economic adviser to the Secretary of Agriculture.

An interesting arrangement for the exchange of members of the teaching staff in Chemistry was made between Duke University and the University of Edinburgh during the academic years 1932-1933 and 1933-1934. During the academic year 1932-1933 Professor W. C. Vosburgh was a member of the Chemistry Department at Edinburgh and Dr. George W. McCrea came from Scotland to join the teaching staff at Duke. For the year 1933-1934 Dr. Neil Campbell of Edinburgh came to Duke and gave lectures in Organic Chemistry, and Dr. L. A. Bigelow of Duke was a member of the instructing staff at Edinburgh. This exchange of faculty members in Chemistry proved of value to both institutions, and similar arrangements may well be considered by other departments of the Graduate School both with foreign universities and with other American universities.

The foregoing rather detailed account of the varied activities of members of the Graduate School faculty who were on leave of absence in 1932-1933 and 1933-1934 covers a great variety of contacts, experiences, and achievements. These leaves of absence have produced results which have increased the prestige of Duke University in the educational world at home and abroad. The members of the faculty concerned have returned better equipped to teach and guide their students. Every effort should be made to maintain the University's system of sabbatical leaves in full operation and to give special leaves of absence when there is a promise of important results in public service or in the advancement of knowledge.

Necessary economies in the University budget caused some reduction in the number of fellowships awarded for the academic year 1933-1934. The stipends were also somewhat decreased. In view of the present tendency toward rising prices and increased expenses for university students, the former scale of stipends should be restored at the earliest possible moment.

In previous reports, I have called attention to the great need of special fellowships for foreign students. Graduates of Duke

have frequently enjoyed the benefits of exchange fellowships awarded at European universities. It is desirable that similar appointments should be available here not only to students from Europe but also to students from the Far East and South America. Any friend of Duke University who is able to establish a fellowship for the support each year of a foreign student will make a lasting contribution to good international understanding and relations. A permanent endowment fund of $25,000 will produce an income which will enable a foreign student to come to Duke University for graduate work and to live in reasonable comfort while carrying on his studies. There are each spring many applicants for such fellowship aid from several European countries and from China, Japan, and India.

Another important need of the Graduate School is that of an adequate lecture fund. Every year many opportunities occur to bring to the University distinguished scholars and public men to give single lectures or series of lectures on subjects of interest and importance in the various departments of study. Usually a modest honorarium is necessary in order to meet the lecturer's expenses and to afford some recompense for his work. Lectures of a general character can be given under the sponsorship of the Graduate Club, which continues to be an active and useful organization in the University. Other lectures of a more specialized character can be given under departmental auspices. Often a visiting lecturer can make a stimulating and important contribution to the work of a department by conducting a seminar or a round table discussion.

A striking example of the possibilities in a series of lectures to the Graduate School and to the University community is found in the lectures and discussions conducted during the month of February, 1933, by Count Carlo Sforza, former Italian Minister of Foreign Affairs and at one time Italian Ambassador to France. He served at Duke as Visiting Carnegie Professor of International Relations through the generous aid of the Carnegie Endowment for International Peace. Count Sforza made many contacts with students and members of the faculty in lectures, conferences, and round tables, and also

gave much of his time to informal meetings with individuals and groups interested in international relations. His visit was a most enjoyable and valuable contribution to the life of the academic community.

During the autumn of 1933 members of the faculties of the School of Law and the Departments of Economics and Sociology coöperated in arranging a series of university lectures on the various aspects of the National Recovery Program. These lectures were unusually well attended both by members of the University community and by citizens of Durham. They proved a timely contribution to an understanding of the social and economic changes now taking place in the United States.

In the spring of 1933 the Graduate Council voted to establish at the end of each semester a reading period for graduate students. In accordance with this action the period from January 10 to 20, 1934, was designated as the reading period at the end of the first semester, and the period from May 4 to May 18, 1934, was designated as the reading period at the end of the second semester. During these reading periods lectures and seminars were suspended. Graduate students were given an opportunity to read independently in their chosen fields. Time was also made available for writing reports concerning research projects in progress. It is yet too early to pass judgment upon the results of this experiment.

The problem of finding suitable teaching or research positions for the recipients of degrees from the Graduate School continues to be of urgent importance. During the economic depression many teachers, and graduate students ready to begin teaching, have been unable to find employment, and the salaries of those holding positions have been very generally reduced. Fortunately there has been a distinct improvement in the demand for teachers and trained research workers in the summer and autumn of 1934. It is to be hoped that economic recovery will continue and that it will bring with it more and better opportunities for promising young scholars to earn an adequate living in an academic career. The University is

gladly coöperating in the finding of suitable positions for those who have completed their work in the Graduate School. In some cases temporary positions have been provided in the University Library or as assistants in research or other undertakings. An Appointments Office with a full-time secretary in charge would be of great value to all the schools of the University.

The Graduate School should have several research fellowships which can be awarded to young Doctors of Philosophy who have ability and promise but who are not yet able to find permanent employment. At present persons of this class are eligible to be appointed to honorary fellowships which exempt the holders from the payment of all fees but do not have a monetary stipend. For the academic year 1933-34 two National Research Fellowships were awarded to candidates from the Duke Graduate School. To Dr. Jacob M. A. deBruyne was awarded a National Research Fellowship in Chemistry. He spent the year in research at Princeton University. Dr. Charles Wright Hooker was appointed to a National Research Fellowship in Zoölogy and carried on his work at the University of Rochester. Dr. S. R. Tipton also received a research appointment in Zoölogy for 1933-1934 at the University of Rochester.

The Graduate School is deeply interested in the activities of the Duke University Press which issues a number of periodicals and books representing scholarship in various fields. A more detailed report of the Press will be found elsewhere in connection with the President's report. Additional funds are needed to provide for the publication of meritorious dissertations for the Ph.D. degree and of books which are the results of research by members of the Graduate School faculty. For financial reasons many such books, which would naturally have been issued by the Duke Press, have been published elsewhere. Other excellent dissertations remain unpublished because the authors are unable to bear the necessary expenses.

The following table shows the enrollment in the Graduate School by academic years (from September to June) and the number of degrees conferred in each year:

Year	*Students Enrolled*	*A.M.*	*Ed.M.*	*Ph.D.*
1923-24	35	16		
1924-25	41	26		
1925-26	66	22		
1926-27	86	26	1	
1927-28	130	49	5	2
1928-29	175	63	5	5
1929-30	193	55	6	8
1930-31	231	59	11	9
1931-32	260	82	8	17
1932-33	266	80	11	22
1933-34	217	49	7	22

The number of individuals receiving graduate instruction during the two summer terms of six weeks each is far larger than the number enrolled for the regular academic session from September to June. Each student is limited to two courses during a summer term. Following is a statement of the total enrollment of individuals in the Graduate School for the *calendar years* ending at commencement, 1933, and commencement, 1934:

Graduate students, First Summer Term, 1932	528*
Graduate students, Second Summer Term, 1932	263
Graduate students, Academic Year, 1932-1933	266
Total	1,057
Deduct for duplicate registrations in the summer and in the regular academic year	184
Total enrollment of individuals in the Graduate School for the twelve months ending June, 1933	873

* Including the graduate course in field botany given at Lake Junaluska, North Carolina.

Graduate students, First Summer Term, 1933	495*
Graduate students, Second Summer Term, 1933	277
Graduate students, Academic Year, 1933-1934	217
Total	989
Deduct for duplicate registrations in the summer and in the regular academic year	182
Total enrollment of individuals in the Graduate School for the twelve months ending June, 1934	807

* Including the graduate course in field botany given at Lake Junaluska, North Carolina.

Following is an analytic table of Master's degrees conferred by Duke University 1924 to 1934, including both years:

MASTER OF ARTS DEGREES CONFERRED BY DUKE UNIVERSITY, 1924-1934

Department	*1924*	*1925*	*1926*	*1927*	*1928*	*1929*	*1930*	*1931*	*1932*	*1933*	*1934*	*Total*
Biochemistry											1	1
Biology	2	1		1	2	9	4	1	9	8	5	42
Chemistry	1			1	2	2	5	1	6	8	2	28
Economics and Pol. Science		3	3	2	5	2	6	1	4	10	2	38
Education	6	5	6	10	8	9	5	4	10	6	10	79
English	1	4	2	1	12	13	8	16	15	15	9	96
French		3	2		1		4	5	8	6	3	32
German					1		1			2	1	5
Greek			1	1		1	1		1		1	6
History	4	3	1	2	9	10	8	8	8	8	5	66
Latin				2		2	2	1	2	1	2	12
Mathematics	1	1	2	1	4	4	2	6	3	4	6	34
Philosophy								1	2	1		4
Physics			2		4	3		2	1	4		16
Psychology					1	3	2	5		3	1	15
Religion	1	6	3	5		5	7	8	13	2		50
Sociology										2	1	3
	16	26	22	26	49	63	55	59	82	80	49	527
Master of Education Degrees Conferred by Duke University, 1927-1934				1	5	5	6	11	8	11	7	54
Total A. M. and Ed. M. Degrees 1924-1934												581

NOTE 1.—The degree of Master of Education has been conferred beginning with 1927 for the most part on school superintendents, principals, supervisors and others engaged in educational administration. Most candidates for the degree have had several years of experience in teaching or school administration. The degree is not conferred upon persons who have not had as much as two years of such experience.

NOTE 2.—The above analysis of Master's degrees conferred by Duke University 1924-1934 includes degrees conferred for work during the twelve weeks summer sessions as well as during the academic year from September to June. Most of the degrees conferred in the Department of Education were partially or wholly earned by summer session work.

During the period from 1928 to 1934 Ph.D. degrees have been conferred by Duke University as shown in the following table. This degree was not conferred before 1928.

BY YEARS	*Number of Degrees*
1928	2
1929	5
1930	8

1931	9
1932	17
1933	22
1934	22
Total	85

	By Departments
Biochemistry	1
Biology	12
Chemistry	18
Economics and Political Science	7
Education	1
English	12
History	17
Mathematics	3
Philosophy	3
Physics	4
Psychology	6
Sociology	1
Total	85

The routine work of the Graduate School Office has greatly increased in recent years. In addition to the ordinary functions of registration, keeping records, and carrying on correspondence with prospective students, an extraordinary burden is imposed upon the office during the period of the annual fellowship competition running from early in January until the end of April. In the spring of 1933 over twelve hundred applications for fellowships, scholarships and assistantships, with accompanying credentials, were received, classified, and properly referred. Before the final awards were made, many thousands of letters and acknowledgments had to be sent out from the office and hundreds of manuscripts and documents had to be accurately handled and finally returned to the senders. This work has been conducted with marked efficiency by Mrs. Rebecca Knight, secretary, with clerical aid during rush periods. I am also under obligation to Dr. Robert S. Rankin, Assistant Dean of the Graduate School, for his constant helpful coöperation.

WILLIAM H. GLASSON, *Dean.*

THE SCHOOL OF RELIGION

To the President of the University:

I have the honor to present the following report of the School of Religion for the years 1932-33 and 1933-34.

A statistical report of the attendance for the last two years is appended. The student body included four missionaries on furlough. The presence of these persons from Cuba, Korea, Africa, and Japan has greatly benefited the School of Religion by giving students and faculty direct contact with the work of the church in other countries, and their stay here has been mutually profitable. It is hoped that missionaries may more and more make headquarters at Duke during their year's leave of absence from the foreign field, both for the good they may derive from studying in the institution and also for the sake of the personal connections which the school will gain through their presence. The school was greatly profited in 1932-33 by a visit of Bishop Paul Kern who was in charge of missionary work in the Orient. One of our graduates, the Rev. Weyman C. Huckabee of the South Georgia Conference, and his wife, also a former student in the School of Religion, have already taken up their work as missionaries in Japan under the Board of Missions of the Methodist Episcopal Church, South. It is expected that this personal link will increase the interest of the School of Religion in the work of the Church in other countries and that the University community will contribute generously to the support of this student who may be considered as Duke's special representative in the Orient.

Attendance in the School of Religion has steadily increased year by year until June, 1933, when the graduating class was the largest ever graduated from the School of Religion. The number of graduates for each year since the opening of the school is as follows:

1927	*1928*	*1929*	*1930*	*1931*	*1932*	*1933*	*1934*
2	1	10	18	22	28	35	27

While some other theological schools have encountered difficulty in placing their graduates, all graduates of our school up to the present time have been placed satisfactorily, and as yet there seems to be no over-supply in the field from which we draw our students. There is no dearth, however, in the supply of ministers, and since attendance has greatly increased, it would seem that it will be best for the future to strive for highest quality rather than larger numbers. On account of financial advantages that we are able to offer through the Duke Foundation for aiding rural Methodist churches, we are in a position to select our students with care. Several of the graduates of the last two classes are now taking further work in Harvard University, Yale Divinity School, the University of Chicago, and other institutions.

In accordance with an arrangement with the Duke Foundation for aiding rural churches, 67 of our students have served in rural Methodist churches in North Carolina during each of the last two summers. During the summer of 1932 these 67 students served 333 rural churches with a membership of 44,592. Through the activities on those charges in which these students assisted, 811 members were received on profession of faith. In addition to regular pastoral and revival work, 64 vacation church schools were conducted with an enrollment of 3,967 and also 188 Cokesbury Schools, as a result of which 2,917 credits were given. During the summer of 1933 the student assistant pastors held 108 revivals and the churches where they worked received 460 members on profession of faith. Fifty-two vacation church schools were held totaling 356 instructors and enrolling 3,240 pupils. They conducted 167 Cokesbury Schools, with a total enrollment of 3,330 and 2,155 credits. This plan of church work and of financial assistance to students, begun as an experiment, has proved to be remarkably successful and satisfactory to the pastors and people as well as to the students. In a formal session during the year 1932-33 Bishop Edwin D. Mouzon and all the presiding elders of the two North Carolina Conferences freely discussed and unanimously approved of this plan.

There were no changes in the faculty during 1932-33. Professor B. Harvie Branscomb returned from his sabbatic leave of absence to resume his duties in September 1932. For the year 1933-34 I was granted sabbatic leave for the purpose of traveling and visiting mission fields in the Far East and the lands around the Eastern Mediterranean. During my absence Professor Gilbert T. Rowe acted as dean. Dr. W. A. Stanbury, who had been offering courses in church administration since his appointment as pastor of Duke Memorial Methodist Episcopal Church, South, Durham, in 1929, was transferred to the West Market Street Methodist Episcopal Church, South, Greensboro, in November, 1933. He was able, however, to continue his classroom work until the end of the fall semester.

The School of Religion was favored during the academic session of 1932-33 by visits and lectures from two distinguished scholars. In January Professor William F. Albright of Johns Hopkins University gave a lecture on "Palestinian Archaeology and the Bible," and in March Professor Kirsopp Lake of the Divinity School of Harvard University lectured on "The Origins of the New Testament."

A special feature of the second semester 1932-33 was an attempt to develop more of a corporate spirit upon the part of the faculty and students and to review the curriculum as it has developed in the seven years of the school's existence. One feature of this was a special convocation of the school on May 18, 1933, for the consideration of the curriculum in the light of the ideals and purpose of the school. The members of the School of Religion Committee of the Board of Trustees were invited, and three of them were able to be present. The program of the convocation consisted of the following addresses: "If I Were a Theological Student Now," Rev. W. W. Peele, a member of the Board of Trustees and pastor of First Methodist Church, Charlotte; "The Traditional Protestant Theological Curriculum," Professor James Cannon III of the School of Religion faculty; "Modifications of the Traditional Curriculum Required by the Needs of Our Time and Our Field,"

Professor G. T. Rowe of the School of Religion faculty. In the spring of 1934 a forum was held in which students and faculty discussed problems of the School of Religion.

Forty-seven students served pastoral charges within reach of the University throughout the year 1932-33, and thirty-eight during 1933-34. The crowded condition of the conferences near Durham makes it more and more difficult to secure student appointments. Such students are not allowed to carry full work in the School so that they can give ample time to their churches. These figures do not include students who were registered for their thesis work and were not actually in residence. Some of the resident students found opportunity for service as well as valuable experience by conducting religious meetings at the city jail and in the hospitals and by cooperating with the Legal Aid Clinic of the Law School.

In addition to their regular work of the classroom, the members of the faculty have been engaged in other activities such as delivering addresses, preaching, and speaking at places away from the University on Duke Alumni Day and other occasions and responding to the many calls which are coming to the school constantly, and in writing books and contributing to literary journals. During 1932-33, the Abingdon Press published a book by Professor Frank S. Hickman under the title *The Possible Self,* and the Cokesbury Press brought out my own volume *The Message of the Fourth Gospel.* Two articles by Professor B. Harvie Branscomb have appeared—one in the *Union Seminary Review* under the title of "Jesus and the Pharisees," and the other in *Religion and Life* entitled "The Great Defeat." The address of Professor James Cannon, III, at the opening of the School of Religion for the year 1932-33, on the subject "The Search for Saviours," was published in *The Review and Expositor.* An article by Dr. Kenneth W. Clark on "Greek Manuscripts of the New Testament in American Libraries," appeared in the February, 1933, number of *The Alumni Register.* Professor Paul N. Garber prepared four articles for the *Dictionary of American Biography.* These articles were biographical sketches of Bishop Joshua Soule,

Bishop Robert Paine, Bishop George F. Pierce, and Stephen Olin. Professor H. E. Spence, Professor Gilbert T. Rowe, and other members of the faculty have made contributions to the literature of the Sunday school. In 1934 the Cokesbury Press published *The Methodist Church: Its Message and Work* by Professor Gilbert T. Rowe. An article, "Mk. 25, 'Son, Thy Sins Are Forgiven,'" by Professor B. Harvie Branscomb appeared in *Journal of Biblical Literature*. An article by Professor H. Shelton Smith, "Let Religious Educators Reckon with Barthians," appeared in *Religious Education*.

The Seminar for the pastors in the vicinity of Durham was continued on a more extensive basis in 1932-33. The Seminar met for two hours on Monday afternoon of each week and offered credit in the School of Religion to those who desired it. There were altogether about forty ministers who attended. It appeared, however, that those attending the Seminar desired the contact with the University and the stimulus of lectures on modern subjects rather than University credit. This plan of extending the opportunities of the School of Religion has proved successful, and it was continued during 1933-34 in a somewhat modified form. The ministers formed an organization called the Phillips Brooks Club to promote the seminar which met for a two-hour session each month.

A request came from the alumni of the School of Religion for some means of communication between the School and the alumni by which closer contact might be maintained and information disseminated concerning developments in the various fields of religious thought and scholarly investigation. A series of articles was prepared and published in *The Alumni Register* in response to this request. It seemed clear, however, that a regular publication of the School of Religion for its alumni similar to the publications and news sheets of other theological seminaries was needed. In the spring of 1934 a committee was constituted consisting of representatives from the alumni, students, and faculty to consider the organization of an alumni association of the School of Religion. In June during the North Carolina Pastors' School at a meeting sponsored by this

committee the Alumni Association of the School of Religion was organized, which proposes to publish a bulletin.

As an additional agency for stimulating interest in modern religious and social problems, the faculty of the School of Religion took measures to increase the importance of the Student Forum and its value as an educational agent in the School of Religion. The faculty and the student organization have a joint committee to direct the work of the Student Forum.

The annual Conference of the Southern Inter-Seminary Movement was held at Duke University April 9 and 10, 1934. The theme of the Conference was "The Attitude of the Church toward the Use of Violence." The principal speakers were Dr. Willis J. King, President of Gammon Theological Seminary, Atlanta, Georgia; Dr. J. Edward Kirbye, Pastor of the United Church, Raleigh; Professor Harry F. Comer, Secretary of the Y. M. C. A. of the University of North Carolina; Professor H. E. Jensen of the Department of Sociology of Duke University; and Professor Gilbert T. Rowe, Acting Dean of the School of Religion of Duke University. The Rev. W. M. Stowe of the Duke School of Religion was elected President of the Movement for the ensuing year.

On April 13, 1934, the annual Duke Missionary Institute was held in which the School of Religion participated. The lecturers were Dr. E. H. Rawlings of the Board of Missions of the Methodist Episcopal Church, South, and the Rev. Jesse Bader, Associate Secretary for Evangelism of the Federal Council of the Churches of Christ in America.

The fifth session of the Junaluska School of Religion was held July 25 to September 2, 1932. The faculty numbered five instructors. The total enrollment was thirty-six, of whom twenty-two were graduate students and fourteen undergraduate.

The sixth session was held July 24 to September 1, 1933, with a faculty of five and an enrollment of thirty-one, of whom eleven were graduate students and twenty undergraduate.

ELBERT RUSSELL, *Dean*.

STATISTICAL INFORMATION CONCERNING THE SCHOOL OF RELIGION
1932-33

Men	145
Women	2
	147

Denominations Represented

Methodist Episcopal Church, South	131
Baptist	5
Methodist Protestant	3
Presbyterian	2
Christian	1
Church of Christ	1
Disciples of Christ	1
Jewish	1
Korean Methodist Church	1
Reformed Church in the United States	1

States Represented

North Carolina	71	Texas	4
South Carolina	11	Arkansas	3
Virginia	11	Louisiana	3
Tennessee	9	West Virginia	3
Mississippi	6	Georgia	2
Kentucky	5	California	1
Alabama	4	Cuba	1
Florida	4	Kansas	1
Missouri	4	Korea	4

Colleges and Universities Represented

Duke University	47	Centenary College	3
Wofford College	9	Southwestern University	3
Emory and Henry College	8	University of N. C.	3
Asbury College	6	Elon College	2
Wake Forest College	6	Guilford College	2
High Point College	5	Millsaps College	2
Birmingham-Southern Coll.	4	Morris-Harvey College	2
Hendrix College	4	William & Mary College	2
Kentucky-Wesleyan Coll.	4	Catawba College	1
Lambuth College	4	Central College	1
Southern College	4	Central Mo. State Teach. College	1
Randolph-Macon College	4		

Chosen Christian College	1	McMurry College	1
Drury College	1	Moravian College	1
Emory University	1	Southwestern Presbyterian College	1
Jewish Rabbinical Seminary	1	Taylor University	1
Johnson Bible College	1	The Citadel	1
Lebanon Valley College	1	University of Arkansas	1
Lynchburg College	1	University of Florida	1
Marietta College	1	University of Mississippi	1
Maryville College	1	University of South Carolina	1
Miss. Delta State Teach. College	1	Whittier College	1

STATISTICAL INFORMATION CONCERNING THE SCHOOL OF RELIGION
1933-34

Men	120
Women	4
	124

Denominations Represented

Methodist Episcopal Church, South	113
Baptist	4
Pentecostal Holiness	2
Methodist Episcopal	1
Disciples of Christ	2
Methodist Protestant	1
German Reformed	1

States Represented

North Carolina	67	Georgia	2
South Carolina	14	Kentucky	2
Virginia	9	Louisiana	2
Missouri	5	Alabama	1
Tennessee	5	California	1
Mississippi	4	Kansas	1
West Virginia	3	Pennsylvania	1
Arkansas	2	Texas	1
Florida	2	Korea	2

Colleges and Universities Represented

Duke University	45	High Point College	5
Wofford College	12	Wake Forest College	6
Emory and Henry College	7	Randolph-Macon College	4
Asbury College	6	Hendrix College	3

Centenary College	2
Guilford College	2
Southern College	2
Kentucky-Wesleyan College	2
Marion College	2
Morris-Harvey College	2
Catawba College	1
Central College	1
Central Mo. State Teach. College	1
Citadel, The	1
Davidson College	1
Drury College	1
Lambuth College	1
Lenoir-Rhyne College	1
Marietta College	1
McMurry College	1
Mercer University	1
Millsaps College	1
Miss. Delta State Teach. College	1
N. C. State College	1
Scarritt College	1
Southwest Mo. State Teach. College	1
Susquehanna University	1
Transylvania College	1
University of N. C.	1
University of S. C.	1
Whittier College	1
Whitworth College	1
University of Mississippi	1
William & Mary College	1

THE SCHOOL OF LAW

To the President of the University:

I have the honor to present to you the following report concerning the Law School of Duke University. For three successive years my reports have dealt with the building up of a faculty, the enlargement of the library, the establishment of an adequate curriculum, and with the development of new clinical and other methods of legal education. The unfortunate world's financial situation has prevented further expansion along lines originally planned, and it will be necessary to await the reëstablishment of a normal budget in order to proceed with such plans. It is particularly unfortunate, in view of the strength of our faculty and the richness of our curriculum, that we have been unable to go forward more convincingly with the preparation of candidates for graduate degrees in law. During the year 1932-33, even without the benefit of funds for fellowships, four graduate students were in residence, and in June of 1933, two Master of Laws degrees were granted and one degree of Doctor of the Science of Jurisprudence. The beginning of the academic year of 1933-34 finds us with only one candidate for a graduate degree, and he, with residence requirements completed, is finishing his thesis in anticipation of receiving the Doctor's degree in June of 1934. One of our finest opportunities for extending the influence of the law school, especially throughout the Southeast and the South, is in this field. There is great need for the better training of teachers in law schools and an opportunity to provide for such training on behalf of present members of law school faculties in this area, if reasonable provision can be made for graduate fellowships. This is an especially pressing need because of the extent to which fellowship assistance has been provided in the other law schools of the United States which are properly staffed and properly equipped, with library and other facilities, for carrying on such work. Duke University School of Law is

the only law school in the whole Southern area which is so staffed and equipped at the present time.

Our inability, however, to extend the activities of the school along the lines indicated has not prevented very great activity upon the part of individual members of the faculty in a number of enterprises, local, state, and national. One who has not been closely in touch with the work of the more outstanding law schools, during the last decade, has little appreciation of the extent to which the influence of these schools has been extended beyond the formal work of the classroom. The influence of the great national law schools of today is by no means limited to the instruction of students. An enumeration of the various activities of the members of the faculty, in influencing the development of law and its administration, will reveal the extent to which Duke University School of Law has already begun to make substantial contributions along the lines indicated. Particular attention should be called to the work of members of the faculty in connection with new and important legislation in the state of North Carolina, i.e., in connection with the passage of the law creating the North Carolina State Bar; to the work of Professor Craven as a member of the staff of Joseph B. Eastman, Federal Coördinator of Railroads; to the work of Professor Cavers as Adviser to Assistant Secretary Tugwell in the revising of food and drug legislation, and as Assistant to the General Solicitor of the Tennessee Valley Authority in the legal work preliminary to its activities; to the work of Professor McDermott in surveying the cost of local government in the state of North Carolina, and in other important respects as will appear from an examination of the material above referred to.

An increasing opportunity is presenting itself for extending the influence of the law school, particularly in the state of North Carolina, by assisting organized and unorganized groups of lawyers in the development of law and in securing better methods of administration. The provision of small additional funds will make possible the indefinite extension of work of this kind, particularly through the holding of small

institutes for the investigation of particular subjects of interest to lawyers.

During the two years under review a program of legal periodical publication was commenced. Instead of publishing the conventional type of law review, which is common in practically all of the first-class law schools of the country, it has been determined to publish, alternately, during the school year, two different types of periodicals; the first, to be called the *Duke Bar Association Journal,* to include the student work of case comments, notes, etc., common to all the law reviews, together with material concerning the work of the Bar Association. In the latter respect, this periodical is new in the field of law school publications. It resembles the publications of the American Bar Association and of the better state bar associations. Two numbers of this publication have been issued already, and have attracted wide and favorable notice among the law schools and lawyers of the United States. The second publication is to take the form, in each number, of a symposium on some problem of law and contemporary life, social, economic, or political in character, with contributions not merely from legal scholars, lawyers, and judges, but also from competent writers in the related fields of political science, economics, sociology, etc., the intention being that each number shall constitute a more or less comprehensive analysis of the major phases of some important present-day problem. The first number of this periodical was issued during the fall of the school year of 1933-34. The result of this program will be that Duke University School of Law will issue during the year approximately the same number of issues as comprise the annual volume of the standard law review, but with the two quite divergent characteristics heretofore explained. The direction of this work is in the hands of Professor David F. Cavers, who was the president of the board of editors of the *Harvard Law Review* while a student in that institution, and who was later editor of the West Virginia legal periodical while a member of the faculty of that institution.

The Duke Bar Association, described in a previous report,

has achieved such success as a method of legal education that inquiries have come from many lawyers and several law schools throughout the United States concerning it. The same is true to an even greater extent of our Legal Aid Clinic. Professor Horack, as the Faculty Adviser for the Bar Association, and Professor Bradway, as Director of the Legal Aid Clinic, are men of national reputation in their respective fields and are being called on frequently for advice, looking toward the establishment of similar departments in other law schools.

The success of methods which have been developed for placing the graduates of the law school has been very pleasing. Of the graduates who received degrees in June of 1933, one is a member of the faculty of the Law School of the University of Arizona, one has received a fellowship for graduate work at Yale, another a similar fellowship for graduate work at Columbia University Law School, and others have entered practice in Seattle, Washington; Charleston, South Carolina; Laconia, New Hampshire; Elizabethton, Tennessee; Salem, New Jersey; and in the following North Carolina cities: Charlotte, Concord, Durham, Goldsboro, Greensboro, Raleigh (2), and Winston-Salem. Requests have come from different departments in Washington, asking that graduates of this law school be made available for positions now open in the federal service in Washington, and recommendations of several of our graduates have been sent in reply to these requests.

The following table indicates the record of student attendance in the law school for the commencement of each of the last five academic years, the first year being before the reorganization of the school.

TABLE I

DUKE LAW SCHOOL ENROLLMENT AND DEGREES GRANTED

Year	*Enrolled*	*LL.B.*	*LL.M.*	*S.J.D.*
1929-1930	50	15	0	0
1930-1931	64	11	0	0
1931-1932	76	13	1	0
1932-1933	102	19	2	1
1933-1934	90			

Each year since 1930 some change has been made in the entrance requirements. In the fall of 1930 the last class was admitted upon the basis of a minimum of two years of arts college work; in the fall of 1931 the minimum requirement was three years of college work; in the fall of 1932 the minimum requirement of three years was retained, but provision was made for admitting students who had completed ninety semester hours of work in the Arts College of Duke University, with the privilege of carrying eighteen semester hours of work in the law school, which work was acceptable toward the satisfaction of the requirements for the A.B. degree. For a number of reasons this arrangement proved unsatisfactory, and in the fall of 1933 the combined course plan was changed to permit the admission into the law school, as candidates for the combined degrees, of only those students who had completed a minimum of ninety-six semester hours of work in the Arts College, who, in addition, had satisfied all other group requirements for the Bachelor of Arts degree, and who had completed such work in the Arts College with a superior average. As the record indicates, the result of the increased requirements, in 1931, produced a very small increase in enrollment; the liberal privilege of the combined course, available in the fall of 1932, resulted in a considerable increase in enrollment; and the stiffening of the requirements for the combined degrees course, in the fall of 1933, produced a slight decrease in total enrollment. This decrease also is explained in part by the falling off of the number of candidates for graduate degrees. Each of the regular second- and third-year classes is slightly larger in the fall of 1933 than in the fall of 1932. Judging by the experience of other law schools, we may expect that when conditions have become more or less stable at Duke University, the law school may expect that from fifty to seventy-five per cent of its students will be graduates of the Arts College of Duke University. With an increasing number of graduates from the Arts College a steady increase in the enrollment of the law school may be expected from this source. Continued interest in the law school is being mani-

fested, also, by the lawyers and judges of the United States and by the graduates of other colleges. The bringing together of the outstanding men who compose the present Duke University Law School Faculty, and other steps which have been taken to provide adequate facilities and a well-rounded curriculum, will also contribute to a gradual increase in enrollment as these facts become better known throughout the country.

This growing interest in our law school is revealed, to some extent, by the following table, indicating the colleges and the states from whence came the members of the student body in the law school for the academic year of 1932-1933:

TABLE II

INSTITUTIONS REPRESENTED

Albright College
American University
Austin College
Bates College
Berea College
Birmingham-Southern College
Boston University
Bucknell University
Carson-Newman College
Catholic University of America
College of Charleston
Columbia University
Dakota Wesleyan University
Dartmouth College
Davidson College
Duke University
Emory University
Erskine College
Furman University
George Washington University
Gettysburg College
Guilford College
Hampden-Sydney College
Harvard University
Illinois Wesleyan University
Kentucky Wesleyan College
Kenyon College
Lafayette College
Marietta College
Marshall College
Maryville College
North Carolina State College
Oklahoma Baptist University
Pennsylvania College for Women
Princeton University
Presbyterian College
Riverside Junior College
St. John's College
Southwestern University
The Collegiate Institute
Trinity College
Union University
University of Alabama
University of Arizona
University of California
University of Chicago
University of Cincinnati
University of Colorado
University of Georgia
University of Kentucky
University of Michigan
University of Mississippi

University of Nebraska
University of North Carolina
University of South Dakota
University of Southern California
Virginia Polytechnic Institute
Wake Forest College
Washington and Lee University
Washington State College
Western Maryland College
Westminster College
Wofford College
Yale University

Total, 64.

States Represented

Alabama
Arizona
California
Connecticut
District of Columbia
Georgia
Illinois
Iowa
Kentucky
Louisiana
Maryland
Mississippi
Nebraska
New Hampshire
New Jersey
New York
North Carolina
Oklahoma
Ohio
Pennsylvania
South Carolina
South Dakota
Tennessee
Texas
Virginia
Washington
West Virginia

Total, 27.

Realizing the importance of drawing as large a number as possible of properly qualified students from the North Carolina area, I have made extensive contacts throughout the state, including the delivering of addresses and the holding of offices. These include, at the present time, the following offices held in connection with North Carolina activities:

1. Chairman, Committee on Uniform State Laws of the North Carolina State Bar Association,
2. President, North Carolina Conference for Social Service,
3. Chairman, Committee on Juvenile Protection of the State Parent-Teachers Association,
4. Member, Executive Committee of Durham Rotary Club,
5. Dean, Duke University Institute of International Relations.

Our success in securing North Carolina students, while, at the same time extending our influence as a national law school,

is evidenced by the fact that 32 of our 90 law students enrolled for the year 1933-1934, a percentage of 35%, are residents of North Carolina; while 44 of them have attended North Carolina colleges or universities before coming to Duke University School of Law, as follows: Duke University, 32; Davidson College, 5; University of North Carolina, 3; Wake Forest College, 2; North Carolina State College, 1; Guilford College, 1; a total of 44, representing 48.8% of our total law school student body. It is interesting to compare this with the number of North Carolina students in the Undergraduate College of Duke University, there being 356 of such students out of 1,432 undergraduate men, or 25% of the total, and 250 North Carolina students out of a total of 695 undergraduate women, or 36% of the total number of women students. I am particularly pleased by the fact that students from other North Carolina colleges, after completing their arts college courses, are coming to Duke University School of Law for their professional work. Moreover, when our combined course arrangement has begun to function smoothly, there will, no doubt, be an even larger percentage of students who have been prepared in the Arts College of our own University.

JUSTIN MILLER, *Dean.*

THE SCHOOL OF MEDICINE

To the President of the University:

During the first four years the medical faculty has made every effort to organize the Duke University Schools of Medicine, Nursing and Dietetics, and Duke Hospital, and to establish them on such a firm foundation that real progress can be made in their triple function of instruction, research, and service to the community. It is the hope of all of us, as expressed later in this report, that the university resources may allow the expansion of the facilities in all the fields of medicine, for which there is both internal and external demand.

School of Medicine. On October 1, 1930, the medical student enrollment was seventy, in 1931 one hundred and forty-five, in 1932 one hundred and sixty-five, in 1933 one hundred and ninety-three, and in 1934 two hundred and ten. As the most important factor in maintaining the highest standards in any institution is its type of students, the committee on admissions has selected applicants with the greatest care. Five criteria are used in this process: (1) the candidate's academic premedical record; (2) the results of the medical aptitude test, which is given annually to approximately 10,000 American college and university students, as an appraisal of their fitness for the study of medicine; (3) the student's written statement of his college activities; (4) confidential letters from his science teachers; and (5), most important of all, a personal interview with the members of the admission committee, or one of the fifty-one friends of medical education in various centers of this country, who very kindly have acted as regional representatives of the committee on admission. The name of each applicant to every medical school is sent to the central office of the Association of American Medical Colleges, and, according to the records which are compiled annually, 12,280 students last year applied to seventy-eight American medical schools, and 7,357 were accepted. As a result, each student applies to several schools. During the past five years, 5,700 students have ap-

plied for admission to Duke University School of Medicine. From 3,193 of these, who were given serious consideration (exclusive of seven hundred additional in 1934), two hundred and twenty-seven students have been admitted to the first-year classes and fifty-eight to the junior classes. These students represent one hundred and twelve colleges, and thirty-four states and ten foreign countries. In their selection, using the five criteria described above, the qualifications which Mr. Duke recommended, namely, character and determination, have been stressed.

That the student's intelligence, as judged by the above five criteria, is more important than the length of his college preparation, seems to be demonstrated by the fact that the percentage of failures, namely, thirteen per cent, is the same among the one hundred and nine students admitted to the first-year classes with four years of premedical training, seventy-one with three years, and forty-seven who had the minimal requirement of two and a half years. The figures compiled this year from all the American medical schools also indicate that beyond a minimum of two years, the length of premedical preparation has no relation to success in medical school. In fact, the proportion of failures in American medical schools among students with four years of college or university work is fifty per cent higher than that among those with two years. The probable reason that the records of students who have been admitted after the minimal training are as good as, or better than, those of candidates with longer preparation, is that the former, because of their shorter preparation, are scrutinized more closely and are more carefully selected.

When two and one half years of college work were made the minimal requirement, it was realized that many authorities disagreed, and that students would be advised to spend a longer period in premedical training. However, during the past four years, the percentage of those entering Duke University School of Medicine after the shorter period of preparation is increasing slightly from nineteen per cent in 1930 to twenty-one per cent in 1933, but it is still too low.

Perhaps the best testimony of the excellent standards of the School of Medicine is the fact that although all our students are required to take the examinations of the National Board of Medical Examiners, which usually are taken only by the more ambitious students of other medical schools, the records of our students compare favorably with those from elsewhere, and in some subjects, are much higher.

Sixty-seven physicians have been graduated: eighteen on June 8, 1932, sixteen on June 7, 1933, and thirty-three on June 6, 1934. Thirty-seven of these had been admitted to the junior classes in 1930, 1931, and 1932, respectively, and thirty were members of the original first-year class which entered in 1930. They have started in hospitals in several cities on their required two years of practical hospital or laboratory work and as judged by the reports of the hospital superintendents, are doing satisfactory work. In addition to these students of the School of Medicine, forty-eight internes and residents are spending from one to five years in the wards, laboratories, and operating rooms of Duke Hospital. These physicians are in every sense graduate students, who are receiving instruction, as well as gaining practical experience.

In spite of the greater teaching load, due to the larger number of students and the increased clinical responsibilities, resulting from the growth of the public dispensary and of the hospital census, the medical faculty has been able to carry on extensive investigative work, as is demonstrated by the titles on the attached list. The one hundred and twelve articles on this list have been completed by members of the faculty and student body of the School of Medicine from July 1, 1932, to June 30, 1934, and have been published or are in press.

This program of research has been aided by several gifts for which all of us are grateful. The Nathalie Gray and Anna H. Hanes Funds have provided for three research fellows; a salary for two years for an instructor in medicine has been appropriated by the Rockefeller Foundation, and gifts from the Lederle Laboratories, Eli Lilly and Company, Parke,

Davis and Company, and a grant from the University Research Fund have been of great assistance in obtaining supplies.

Two years ago with the very material assistance of The Duke Endowment, the Department of Pathology undertook to establish a routine pathological service for those smaller hospitals in North Carolina that are aided by The Duke Endowment. This service has been made available to all North Carolina hospitals that have previously had no such service. In organizing the work a conscientious attempt has been made to interfere in no way with existing satisfactory arrangements between practicing pathologists and their hospitals. The Duke Pathological Service was begun with seven hospitals participating. During the past year and a half this number has increased to twenty-one, just four short of what is regarded as probably the maximum number of hospitals that advantageously can be taken care of. The service has been provided for the participating hospitals at a minimal cost. The expenditure is so low that any hospital can afford to participate. In order that this much needed service could be made available to the small hospitals and at the same time in order that the Department of Pathology should not have its budget embarrassed by the new demands, The Duke Endowment provided a special fund for its partial support during the period of development. It has been possible to manage the development of the service so that only a part of the fund appropriated by The Duke Endowment has been used to date. The work of the outside service and that of the department is so intimately correlated that it has proved highly beneficial to both the medical school and the hospital proper, and at the same time a type of work has been made available to the small participating hospitals which is to be had ordinarily only by large hospitals in medical centers. The continuance of such a service should have a very material influence upon the development of the medical practice in this community.

Dr. W. D. Forbus, Professor of Pathology here, planned and carried through to completion a conference of Southern pathologists in November of last year, for the purpose of a

discussion of the problems connected with the teaching and practice of pathology in the Southern states. To this conference were invited the heads of all departments of pathology in medical schools in the South and many of their associates. In addition to these men a number of representative practitioners of pathology were invited. This conference proved a very successful venture and already has had significant results in so far as its original purposes were concerned and also in so far as are involved the relations of this school to the other Southern medical schools and to the practicing profession. The proceedings of this conference have been compiled in permanent form and distributed to the conferees, and others interested. In view of the success of this conference a second conference was held in Dallas, Texas, under the auspices of Baylor University School of Medicine on November 12 of this year.

The medical students have organized an honor system, and have been granted by the medical faculty, the authority to investigate and punish any infraction of the code of ethics of medicine.

During the past two years the following visiting lecturers addressed the staff and students: Dr. C. C. Coleman and Dr. J. Sheldon Horsley, of Richmond; Dr. R. V. Funston, of Charlottesville; Dr. E. L. King and Dr. T. B. Sellers, of New Orleans; Dr. Eric Matsner, Dr. C. R. Murray, Dr. C. R. Stockard, Dr. Charles D. Lucas, Dr. Fred W. Stewart, and Mr. Vilhjalmur Stefansson, of New York; Dr. G. P. Muller and Dr. E. L. Eliason, of Philadelphia; Dr. Alexander Schaffer, Dr. George L. Streeter, Dr. Adolph H. Schultz, Dr. H. E. Sigerist, Dr. L. Emmett Holt, Jr., and Dr. Robert W. Johnson, of Baltimore; Dr. Arthur Steindler, of Iowa City; Dr. Otto H. F. Vollbehr, of Berlin; Dr. G. C. Weil, of Pittsburgh; Dr. F. H. Mosse, of Tsinan, China; Dr. Charles W. Stiles, Dr. M. V. Ziegler, and Dr. Estella Ford Warren, of the United States Public Health Service; Dr. John H. Hamilton, Dr. D. F. Milam, and Dr. E. F. Lowry, of Raleigh; Dr. W. S. Rankin, of Charlotte; Dr. A. B. Moore and Dr. Norman T. Kirk, of

Washington, D. C.; Dr. Robert B. Osgood, of Boston; and Dr. Carl Ten Broeck, of Princeton, N. J.

School of Nursing. On January 2, 1931, the student nurse enrollment was thirty-three, on October 1, 1931, sixty, in 1932 seventy-four, in 1933 eighty-four, and in 1934 ninety-three. These nurses have been selected from several hundred applicants. On June 8, 1933, sixteen members of the first class received their diplomas as graduate nurses, and on June 6, 1934, eighteen more were graduated. A high standard has been maintained, and nursing has been placed on a professional basis.

School of Dietetics. On August 15, 1930, the first student was admitted, the following year there were three, in 1932 four, in 1933 three, and in 1934 four. Eleven students have received their diplomas. During the past year there were one hundred and nineteen applicants for the course in dietetics, thirty of whom were seriously considered. At present the course is limited to four graduate students. Last year, in addition to the instruction of the students of dietetics, nursing and medicine, seven hundred and eighty-four patients and their relatives have been taught to prepare special diets. Of these diets, one hundred and four were diabetic and sixty-four were ketogenic. The training of these students and patients has been of inestimable educational value, as well as of great practical service.

Duke Hospital. That the medical profession of North Carolina has confidence in the Hospital and School of Medicine may be assumed, from the fact that up to June 30, 1934, 40,000 patients had been registered under the unit history system, 250,393 days of hospital care were rendered, 10,200 operations performed, and 89,994 visits made to the public dispensary. During 1934 the average hospital census has been two hundred and thirty-two. It was ninety-one, one hundred and forty-three, one hundred and eighty-five, and two hundred and one in 1930, 1931, 1932, and 1933, respectively. The fact that forty per cent of this work was done during the first two years and sixty per cent during the past two is an index of the hospital's growth. The numbers are increasing rapidly. The majority of

the patients were referred to the hospital by physicians in ninety-one counties of North Carolina, and the others from eighteen states and Canada.

On April 30, 1933, the hospital fees were changed to three classes of flat daily rates which cover all hospital costs, including those usually charged as extras, thereby making it possible to estimate, in advance, the probable cost of hospitalization, and to adjust the bill to the patient's resources. The response to this policy of basing the rate upon the amount the patient could pay, rather than on the actual cost, like a hotel, has been favorable, and many, who, under the former system, unnecessarily were objects of charity, now are able to maintain their self-respect by contributing a fixed sum within their means. The actual cost to the hospital for public ward care is over four dollars daily, but in order to meet the greatly increased demand for charity work, Duke Hospital adopted the cooperative plan of paying half the cost, provided the patient, or his county welfare department, coöperated by paying the other half, or two dollars daily, in advance. The welfare departments and relief organizations of the counties of North Carolina are increasingly coöperative. In 1932 only thirteen of the eighty-six counties, from which patients came to Duke Hospital, assisted them, but in 1933 sixty-eight of ninety-one counties have recognized their obligation for the care of their sick in accordance with Mr. Duke's plan that the communities share, with The Duke Endowment, the burden of charity patients, instead of either carrying all of it. Charity care is treatment which is furnished at less than cost. Whether or not the patient, or his community, pays part of that cost, the balance is charity from Duke Hospital. Far more individuals have been helped under this new coöperative plan than formerly were cared for. As a matter of fact, the total amount of actual free service to the community in dollars and cents, or patient days, is much greater than that previously furnished.

During the fiscal year ending June 30, 1934, the income from sources other than Duke University and The Duke Endowment, as compared with 1932-34, has not decreased in spite of

the annual reduction of $20,000 in the appropriations from the General Education Board, and has increased sixty-four per cent for the hospital and one hundred and seventeen per cent for the independent activities, while the expenses decreased slightly, leaving a net decrease of sixteen per cent in the amount needed from Duke University.

Duke Hospital has extended to the faculties of the colleges, universities, and public schools of North Carolina the same rate reduction as that given the faculty of Duke University.

The Charity League of Durham has been of inestimable help in providing a library service for the patients and in assisting in registering those who have come to the public dispensary.

Through the coöperation of the medical faculty, a course of training for hospital technicians was started during the past year, and is providing instruction annually for ten students.

At the beginning of the past academic year, through the cooperation of the University, Hospital, and School of Medicine, a complete medical and health service for all students of Duke University was started. The ten-dollar annual health fee paid by each student provided for fifty-eight per cent of the cost of this service.

The needs for hospital equipment and hospital library books generously have been met by The Duke Endowment, and it is hoped that this much appreciated support will continue. On June 5, 1934, the new hospital reading room was formally opened with a reception attended by several hundred visitors. This reading room, plans for which were originated with an appropriation by The Duke Endowment and increased by private donors, is exceptional in attaining the comforts and atmosphere of a private home library. Mrs. J. W. Hanes, of Winston-Salem, made possible the inclusion of handsome lighting fixtures in the room and Mr. J. Raymond Smith, of Mt. Airy, provided the attractive furniture. The rare prints are the gift of Mr. Thurmond G. Chatham, of Winston-Salem. The reading room is due in no small measure to the efforts of Dr. Frederic M. Hanes, Professor of Medicine in the Duke University School of Medicine.

During the past year The Hospital Care Association, Inc., was established in North Carolina. It is similar to that recommended in the 1931 report and is based upon the insurance principle of spreading the cost of hospital care over a long period of time and among a large number of individuals through which families, by a small monthly payment, provide for necessary hospital treatment. This plan has been endorsed by the medical profession and the public, and, as it is spreading to all parts of this and surrounding states, many patients who formerly in illness were faced with financial tragedy or medical charity, now are able to obtain the hospital care they need.

FORECAST OF DUKE UNIVERSITY SCHOOLS OF MEDICINE, NURSING, AND DIETETICS, AND DUKE HOSPITAL DURING THE NEXT TEN YEARS, 1934-1944

During the first four years, as stated in the biennial report, every effort has been made to organize and to establish these university divisions. Now, at the beginning of our fifth year, the members of the faculty of the School of Medicine have estimated the needs for the next ten years, in the hope that funds may become available so that progress can be made toward the goal of making the Duke University Schools of Medicine, Nursing, and Dietetics, and the Duke Hospital, not merely excellent Grade A institutions, which they are now, but of placing them among the outstanding schools and hospitals of the world. Four factors are essential for this goal—staff, students, buildings, and money.

At present, the *budget* of the hospital and school of medicine is: *expenses*, $806,850, *revenue*, from students, patients, The Duke Endowment, and The General Education Board, $432,675, leaving a *deficit* to be supplied from endowment funds of $374,175. This budget, for which all of us are grateful, is sufficient for staff and supplies to care for approximately three hundred patients in the hospital and two hundred daily in the dispensary, and to teach two hundred students. If the present building is utilized to its capacity of two hundred and seventy students, and four hundred patients, limits which will be reached in less

than five years, the *expenses* will be $1,142,490, the *revenue* $587,250, and the *deficit* to be supplied from endowment funds, $555,240, as shown in the attached tables. If the additional buildings, mentioned below, are obtained, the hospital income would be increased sufficiently for the additional expense involved.

The capacity of the buildings of the School of Medicine, Duke Hospital, and Nurses' Home is two hundred and seventy medical students, four hundred and fifty-six patients, and two hundred and five nurses (including one hundred and twenty pupil nurses). At the present rate of growth these limits will be reached within five years; in fact, in some departments, such as the private diagnostic clinic, etc., the facilities already are overcrowded. The first questions to be answered are: shall provision be sought to expand the present buildings and, if so, what limit should be suggested? All agree that a medical school of more than two hundred and seventy students, and a school of nursing of more than one hundred and twenty pupils, become unwieldy and defeat the need of personal contact between teacher and student, as well as increase the difficulty of the careful selection of students, which is the greatest safeguard of high standards. Therefore, except for a dormitory for medical students, increased physical facilities for medical and nursing students are not needed, although additional equipment is required to maintain the progress in these fields.

In regard to the hospital, there are two widely divergent views: one to expand the number of beds to keep pace with the growing demand for hospital care and the other to suggest a limit commensurate with the needs of a teaching institution.

In other words, is Duke Hospital to be a constantly growing therapeutic organization, or a teaching hospital with enough carefully selected patients of each specialty to provide adequate training in all branches for medical students, nurses, and staff, as well as postgraduate instruction? The majority of the staff endorse the latter policy. The next question is, how many beds are required in each specialty to provide this adequate training, as well as to give hospital care to the patients who

should be admitted? For pediatrics and medicine the present allocation of hospital ward beds of fifty-two and one hundred and eleven respectively is adequate. Obstetrics and gynecology at present have thirty-eight ward beds and fifty bassinets, and need in the near future another thirty ward beds. Surgery and the surgical specialties have one hundred and five ward beds but need an immediate increase of forty. These can be supplied in the new building which is proposed in this report. Within the next few years, in order to train properly a staff in the surgical specialties (orthopedics, urology, ophthalmology, otolaryngology, neurological, thoracic, plastic and dental surgery), an additional ninety beds will be needed, if the income from patients or other sources will support them. These could be provided if the buildings suggested in the last paragraph of this report become available. The private service has grown and due to The Hospital Care Association will increase still more rapidly. At present there are one hundred private rooms and cubicles, and forty more could be used in the near future. These needs are summarized as follows: at present the hospital has 456 beds (including 50 bassinets), the immediate requirements would raise this figure to 566, and those of the next ten years to 656, provided that the income from patients or other sources will support them.

The private diagnostic clinic, the radiological and physiotherapy divisions, the biochemical diagnostic laboratory, the nurses' dining-room and classrooms, internes' dormitory, and provision for women students and internes have outgrown their present quarters, and more space is required.- Additional housing for animals also is necessary.

Provision for the biochemical diagnostic laboratory has been made by installing equipment in a large vacant laboratory in the hospital at a cost of $2,500.

The radiological division is being expanded by connecting the laboratories at present occupied by the biochemical diagnostic laboratory and by purchasing additional x-ray equipment at a cost of $35,000.

By rearranging storage space in the basement and installing

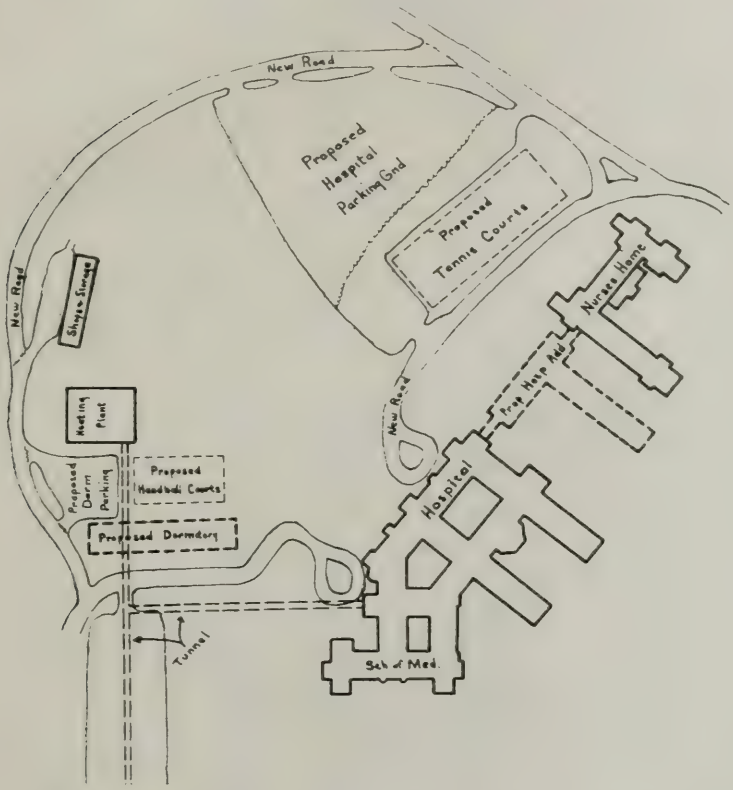
additional equipment, the physiotherapy needs are being met at a cost of $9,000. An appropriation from The Duke Endowment for which all of us are thankful, has made possible the above three additions.

A new building is necessary for: (a) the private diagnostic clinic, (b) an additional one and ten hundred hospital beds, (c) nurses' dining-room and classrooms, and (d) internes' dormitory. This new building should be of four stories and basement and should be located between the hospital and nurses' home. The basement would contain the nurses' dining-room, and classrooms, the first floor the private diagnostic clinic, physicians' offices and examining rooms, the second floor forty private rooms (which will be increasingly needed as more people join the Hospital Care Association), the third floor forty surgical ward beds, the fourth floor thirty obstetrical and gynecological ward beds and twenty internes' rooms, and the roof a sun porch. If this new building were erected, the rooms on the second to fourth floors could be used as a medical students' dormitory until the hospital required them for patients. Rooms which at present are occupied as physicians' offices are needed for the expansion of surgical pathology.

A medical students' dormitory adjacent to the hospital with accommodations for two hundred is greatly needed. The dormitory should contain fraternity, club and recreation rooms, handball courts, and space for a medical students' bookstore. At present the medical students are scattered among the undergraduate dormitories, unoccupied space in the hospital and nurses' home, and in town. Their opportunities for study would be much better if they could be housed in a building opposite the hospital. Tennis and handball courts in front of the nurses' home would provide much needed exercise for the interne and nursing staff. A hospital laundry large enough to provide for all of the university needs would be a self-liquidating project.

The traffic in front of the hospital and its attendant noise are increasingly troublesome to the patients. If the present road in front of the hospital could be closed to through traffic and a by-pass or detour built behind the power house, the sit-

uation would be vastly improved. A sketch of this proposed new road, new medical building, medical students' dormitory, and needed increased parking space is attached.



The public dispensary is adequate for the present load, and by scheduling some of the clinics in the mornings, provision can be made to handle the increasing numbers for the next few years. After that, additional examining rooms can be built by roofing over one or more of the courtyards, similarly to the alteration made during this past year for the hospital library.

In the future, if funds can be obtained from outside sources for building and endowment, a crippled children's hospital, a tuberculosis sanatorium, a convalescent home, a colored hospital,

TABLE I. EXPENSES, REVENUE, AND NEEDED INCOME FROM ENDOWMENTS, 1930-1944

Years	*1930–1931* *Actual*	*1931–1932* *Actual*	*1932–1933* *Actual*	*1933–1934* *Actual*	*1934–1935* *Estimated*	*1935–1936* *Estimated*	*1936–1937* *Estimated*	*1937–1938* *Estimated*	*1938–1944* *Estimated*
School of Med. Expense	$165,210.08	$204,990.43	$230,549.87	$211,940.01	$284,185	$394,400	$ 438,290	$ 468,270	$ 482,490
School of Med. Revenue	136,226.45	159,531.13	151,128.37	146,268.15	130,000	122,000	131,250	138,000	152,500
School of Med. Deficit	28,983.63	45,459.30	79,421.50	65,671.86	154,185	272,400	307,040	330,270	329,990
Hospital Census	123	165	190	214	260	300	335	370	400
Total Patient Days	42,387	60,362	69,521	78,103	95,000	110,000	122,000	135,000	146,000
Hospital Expense	333,393.41	400,164.80	353,153.53	356,438.46	441,330	465,000	490,000	517,500	540,000
Hospital Revenue	103,587.53	137,687.55	144,908.22	202,435.33	225,975	246,800	271,400	298,500	320,500
Hospital Deficit	229,805.88	262,477.25	208,245.31	154,003.13	215,355	218,200	218,600	219,000	219,500
Indep. Acts. Expense	53,089.24	57,233.68	56,463.24	63,784.91	81,335	90,000	100,000	110,000	120,000
Indep. Acts. Revenue	21,017.25	26,851.14	29,937.31	64,941.08	76,700	87,550	96,950	106,150	114,250
Indep. Acts. Deficit	32,071.99	30,382.54	26,525.93	+1,156.17 *cr*	4,635	2,450	3,050	3,850	5,750
Total Expense	551,692.73	662,388.91	640,166.64	632,163.38	806,850	949,400	1,028,290	1,095,770	1,142,490
Total Revenue	260,831.23	324,069.82	325,973.90	413,644.56	432,675	456,350	499,600	542,650	587,250
Total Amount Needed from Endowment	$290,861.50	$338,319.09	$314,192.74	$218,518.82	$374,175	$493,050	$ 528,690	$ 553,120	$ 555,240

TABLE II. REVENUE OF DUKE UNIVERSITY SCHOOL OF MEDICINE AND DUKE HOSPITAL, 1930-1944

Years....	*1930–1931* *Actual*	*1931–1932* *Actual*	*1932–1933* *Actual*	*1933–1934* *Actual*	*1934–1935* *Estimated*	*1935–1936* *Estimated*	*1936–1937* *Estimated*	*1937–1938* *Estimated*	*1938–1944* *Estimated*
School of Medicine									
Tuition	$ 30,375.00	$ 67,585.25	$ 76,514.30	$ 81,525.00	$ 84,000	$ 95,000	$101,750	$108,000	$120,000
Hospital Laboratory Fees	2,842.95	7,953.88	7,173.30	15,434.93	20,000	23,000	25,500	28,000	30,500
General Education Board	100,000.00	80,000.00	60,000.00	40,000.00	20,000	0	0	0	0
Room Rent	3,008.50	3,992.00	7,440.77	9,308.22	6,000	4,000	4,000	2,000	2,000
Totals	$136,226.45	$159,531.13	$151,128.37	$146,268.15	$130,000	$122,000	$131,250	$138,000	$152,500
Hospital									
Patients	$ 64,491.40	$ 73,144.79	$ 62,907.03	$100,375.03	$116,000	$134,500	$149,000	$165,000	$178,000
Duke Endowment	26,583.00	45,362.00	54,990.00	54,355.00	57,300	55,000	61,000	67,500	73,000
Donations	732.88	2,802.85	9,457.92	26,943.03	30,000	33,500	37,000	41,000	44,000
Telephone and Telegraph	948.90	1,764.48	2,550.00	3,177.48	3,300	3,500	3,750	4,000	4,250
Nurses' Tuition	2,900.00	5,050.00	6,000.00	7,200.00	7,500	8,000	8,000	8,000	8,000
Miscellaneous	(Incl. above in Donations)		410.13	871.56	825	1,000	1,000	1,000	1,000
Ice	906.39	1,480.72	1,508.91	1,894.53	1,900	1,800	1,650	1,500	1,250
Board	7,024.96	8,082.71	7,084.23	7,618.70	9,150	9,500	10,000	10,500	11,000
Totals	$103,587.53	$137,687.55	$144,908.22	$202,435.33	$225,975	$246,800	$271,400	$298,500	$320,500
Independent Activities									
Brace and Instrum. Shop	$ 878.05	$ 1,255.00	$ 1,703.61	$ 2,671.92	$ 3,000	$ 3,500	$ 4,000	$ 4,500	$ 5,000
Drugs	177.05	3,417.34	4,829.76	12,694.42	15,000	17,000	19,000	21,000	23,000
X-Ray	12,087.92	11,050.78	10,645.32	24,853.14	30,000	34,750	38,500	42,500	46,000
Physiotherapy	978.10	901.70	1,270.05	3,970.69	5,000	5,800	6,450	7,150	7,750
Public Dispensary	6,896.13	10,226.32	11,488.57	20,750.91	23,700	26,500	29,000	31,000	32,500
Totals	$ 21,017.25	$ 26,851.14	$ 29,937.31	$ 64,941.08	$ 76,700	$ 87,550	$ 96,950	$106,150	$114,250
Grand Totals	$260,831.23	$324,069.82	$325,973.90	$413,644.56	$432,675	$456,350	$499,600	$542,650	$587,250

a psychopathic institute, and an animal farm are highly desirable. Provision for cooling hospital rooms, laboratories, and library is highly essential in this climate and would greatly increase the comfort of the patients, staff, and students.

Progress, which is essential for any institution, can be made only by doing more and better work, and it is hoped that funds will be available for the necessary additional staff, supplies, building and equipment.

The financial needs, year by year, are summarized in the attached tables. The heads of the several departments have attached individual reports in which these necessities are described in detail.

W. C. DAVISON, *Dean.*

NEEDS OF ADMINISTRATION, SCHOOL OF MEDICINE, 1934-1944

As the school of medicine grows in numbers and activity, the administrative needs increase, although the work is decentralized as much as possible, and a share is done by each member of the medical faculty, through committees. During the past five years, 5,700 students have sought admission here, and 3,893 completed applications have been considered (1930—510; 1931—1,114; 1932—768; 1933—801; 1934—700). As each application involves from two to ten letters, as well as arrangements for personal interviews and verification of records, and as reports on former students frequently are needed, one additional dictaphone operator is needed each year for the next four years. Information about the school of medicine and bulletins must be compiled periodically and disseminated. The members of the medical faculty frequently are invited to present papers at scientific meetings throughout this country. As direct benefit accrues to the university from these contacts, it would seem fair that the faculty members should be reimbursed for the actual expense involved. The university, staff and students profit greatly from the lectures and clinics of medical authorities from other centers, and funds should be available so that several can be invited to Duke each year. Frequent requests are made for reprints of scientific papers published by

members of the staff, and provision is necessary to meet this demand. A contingent fund is necessary for unforeseen expenses, price increases, decrease of revenue due to failure of students to continue with their classes, etc. The present budget for administration is $17,480, and should be raised to $45,000 in 1938, the main increase being the inclusion of a contingent fund of $20,000.

NEEDS OF THE DEPARTMENT OF ANATOMY, 1934-1944

We do not consider ourselves sufficiently gifted to foresee in detail any large part of the changes which may be advisable in the next ten years. Several points seem clear, however, and these are mentioned below, together with brief explanations.

1. Increase in the teaching staff from five to seven full-time men. This is essential in order to give each man time to develop his own research program during two quarters each year; at which time he can be freed from all teaching duties. The best we can do now is to release each man for one quarter, a fraction of the total time which is not proportional to the importance of research in the stimulation of students and in the advancement of the department. It is proposed to fill in the instructor ranks from below and to promote on the basis of efficiency and accomplishment.

2. In addition to increasing the teaching staff we believe that there should be at least two research fellowships available for any properly qualified persons. These also should be available, at the discretion of the department, for underwriting any promising student research, perhaps somewhat in the manner of the Denison fellowships.

3. Increase of the technical staff from two to four and of secretarial staff from one to two. This obviously is necessary in view of the staff increase and needs no further comment.

4. Increase of salaries and wages to adequate figures. The key item under this head has to do with the head of the department. I feel very strongly that full-time heads of all preclinical departments should receive remuneration equivalent to the basal salary of the part-time heads of the clinical departments. If

argument on this point is necessary, there are several facts which may be brought to bear upon the question. In the first place, the training of the men in both groups is or should be approximately equal so far as the respective tasks to be accomplished are concerned. Second, there is no question but that the preclinical departments are as interested in, and do—or are prepared to do, given adequate support—as much for the students, the medical school and the university, as the clinical departments. Furthermore, the preclinical men are denied the opportunity to supplement their income while the higher paid clinicians are encouraged, though perhaps indirectly, to do so. Other salary increases are only such as are indicated in a desire to get, and keep, a series of capable people in the various subdivisions of the department.

5. A graded increase of the expense budget to keep pace with the needs of the staff.

6. Authority to alter items within the total budget at the discretion of the head of the department. This is a principle upon which the proper and economical functioning of any department must stand. It seems obvious that all changes, including promotion, must be made on the merits of the individual cases, not on the basis of a universal, unchangeable, maximum-minimum scale.

7. The figure which the budget should reach to carry out our hopes for the department is in the neighborhood of $53,000. Increases, gradual as may be necessary, should tend toward this amount.

The program of expansion indicated above is a conservative one, the budgetary requirements for its realization are reasonable and, whether the development is spread over five years or twenty-five, we believe it will function at its best on a plan similar to the one given. The future of the university rests squarely upon the activities and accomplishments of its component departments. So far as the small part we play is concerned, we believe we should teach students adequately and also maintain a varied program of independent investigations. The two functions are inseparable for the best results, and both of

them combine in advancing the student, the staff, the department, and the university on the road to the success that we all want for them.

F. H. SWETT.

NEEDS OF THE DEPARTMENT OF BIOCHEMISTRY, 1934-1944

It is proposed to develop the present program of teaching, of operating the clinical chemical laboratory of the hospital, and of research into a coördinated unit fitting as closely as possible into the general plan of the growth and development of the entire institution as a whole. This must necessarily be based upon the principle of close coöperation with *all* of the other departments of the school of medicine and hospital on the one hand, and with the departments of the closely related sciences of the university.

The teaching of biochemistry comprises not only the first-year course of the medical curriculum, but also the continued teaching of the rapidly extending branch of clinical and pathological chemistry throughout the four years of the curriculum, as well as to the resident staff of the hospital. In addition to offered elective courses, this purpose is being accomplished by close personal contact and freely available conferences between students and members of our staff. The availability of our staff for consultation and of the facilities of our laboratories to all students and staff members for the study either of research problems or of the daily and immediate needs in the aid of diagnosis and treatment of patients is a strongly emphasized point which we preach and do our best to practice. Furthermore, this department must look forward towards its development also within the graduate school of the university for the training of biochemists.

Since the experience of the past four years clearly indicates an ever growing demand for expert toxicological work for our hospital services, and for the entire region, it is proposed to utilize one member of our staff to develop a toxicological laboratory and to offer elective courses in this subject to our students, in coöperation with the department of physiology and

pharmacology, as well as to make these facilities available to the legal authorities of the state.

The novel experiment tried during 1932-33 of having an assistant resident in biochemistry proved so successful that its continuation is strongly recommended. The services of a resident biochemist are at present very keenly missed, especially for emergency purposes, and should be restored.

The contemplated increase in the number of students to seventy-five in a class, and in the number of patients on the wards and in the dispensary to the present capacity of the hospital will necessitate an enlargement of the teaching and laboratory staff. The demands upon the clinical chemical laboratory already are steadily mounting, and its present load is exceeding the working capacity of the staff and its supply budget. The actual work performed by this laboratory in the past four years is given by the following figures: 1931—4,540 analyses; 1932—6,757 analyses; 1933—8,366 analyses; and 1934—9,966 analyses.

To provide the members of the staff with the ever potent stimulus of recognition of competent service, graduated salary increases are proposed. These are in part also based upon the reasonably expected rise in the cost of living. It is not proposed to make these increases contractual, but rather to be made for merit and quality of work. It is further postulated that such members of the staff, including the head of the department, who may, through lack of progress, enterprise or coöperation, not merit such increases in salary, should be urged or recommended to seek other positions. The gradual increase in salary to $10,000 for the head of the department is recommended on the basis of the dual capacity and responsibility as professor of biochemistry and biochemist to the hospital. It is felt that this position requires the services of a man with special and extensive training in both academic and clinical biochemistry.

The items in the salary budget being tentative, it would be advisable to leave to the head of the department latitude, in consultation with the dean, to recommend yearly increases among the members of the staff, or for engaging temporary assistants to meet ever changing conditions.

The supply budget should be increased to keep pace with expansion. It is to be borne in mind that under our present system, laboratory facilities, supplies, and materials are furnished by this department to staff members from other departments who wish to carry out chemical investigations in their respective fields. This system presumably results in a more economical utilization of the facilities and equipment and avoids costly duplication of such. It is obvious, however, that the budget items of supplies and of porter service must be adequate to permit such a system to function and to develop. The only other alternative would be to supply a chemist and a chemical laboratory in each of the major departments, a practice in use in many of the leading medical institutions.

In view of the geographical isolation of our institution, it is urged that authority be granted to each department to use a portion of its supply budget for travel expenses of its staff members to and from scientific meetings. The attendance at and participation in such meetings have a very desirable stimulating effect upon the staff and can help establish the reputation of our young school as an active research center.

W. A. Perlzweig.

Needs of the Department of Medicine, including Bacteriology and Psychiatry, 1934-1944

The department of medicine has been asked to forecast its needs for the next ten years. Unless there are urgent and valid reasons for accepting more than seventy students to a class (with due allowance for casualties), I should like to see the third- and fourth-year classes limited to this number or less. There can be no excuse for a school like Duke aiming at *quantity* production. Unless we can produce *quality* there would seem little need for the school's existence. No transfer students should be accepted who do not meet the *highest requirements* for entrance to the junior class.

The medical department of Duke University School of Medicine has to face these problems: 1. Twelve months' teaching of students and house staff. 2. Care of private patients

(and intra-mural departmental consultations). 3. Out-patient department staff. 4. Teaching of bacteriology and clinical microscopy, 5. Psychiatry, and 6. Research. These may be reviewed briefly.

1. *Twelve months' teaching* quite obviously demands a larger staff of teachers than nine months' teaching would require. Each teacher on the medical staff is *relieved of all departmental duties* for three months of each year. This means that the medical staff must be *twenty-five per cent larger than nine months' teaching would require.* This fact should be constantly in mind when estimating the needs of the department. Teaching the house staff is just as important as teaching the matriculated student, and requires a great deal of time and energy on the part of the teaching staff.

2. *Private patients* constitute the most serious problem which the department has to solve. They are inevitable, and their proper handling can do much to make friends for the school and hospital. They must be treated, and well treated, or else we are neglecting our duty as physicians and employees of Duke University. On the other hand, they are thoroughly demoralizing. They demand a large and undeterminable part of the teaching time. *Progress in scientific medicine is almost impossible for the teacher who accepts private patients.* Some more or less trivial research work is possible, but no sustained and important work can be done by a teacher so placed. Rare exceptions to these observations can be cited, but I am convinced of their essential truth. This being my belief, I strongly recommend that the medical staff be composed of two types of teachers: (a) part-time men, such as we have now as senior teachers, and (b) the absolutely whole-time man who has no obligations whatsoever to private patients.

3. *Out-patient department.* The medical out-patient department must continue to grow if the wards are to be fed, and the need of fourth-year teaching material is to be met. This department must be staffed completely from the medical service. A constantly growing number of seasoned teachers must be

assigned to this department, and this need is reflected in the estimates.

4. The divisions of *bacteriology* and *clinical microscopy,* which are responsible for the teaching of these subjects to medical students and nurses, and also for the diagnostic work of the hospital, require expansion to meet constantly growing needs. The number of bacteriological and serological analyses is increasing rapidly: in 1931 there were 13,094, in 1932—20,234, in 1933—25,165, and in 1934—48,031.

5. *Psychiatry.* The requirements of a Grade A school in this phase of teaching have been met by the appointment of an associate professor of neuro-psychiatry and one instructor. In the planning of Duke Hospital no provision was made for the care of the insane. The present facilities are inadequate for the care of any except border-line mental cases (neuroses and mild psychoneuroses). There is urgent need for the development of a *University Hospital and Clinic* for the study of mental cases. This will be expensive and will require new construction; however, the problem should be kept constantly in mind for the need is very great. In the meantime, provision should be made for two instructors in addition to the present associate professor of neuro-psychiatry.

6. *Research.* The imperative need for research has been referred to. No school can be considered anything but second class that does not cultivate a spirit of research in all its departments. Fine feathers will not make a fine bird, and fine buildings and equipment without praiseworthy scientific production only make a school ridiculous in the eyes of the medical world. An adequate staff is essential to the production of research work, and this determines a school's scientific standing. At the present time the staff consists of eleven paid teachers. This means that only nine paid instructors are available for teaching at any one time. *The problem of research should be treated in no niggardly spirit by those whose duty it is to guide and direct the school.* They must realize that research costs money and see to it that well-considered problems of research are not stinted, or made impossible by lack of funds. The budget for supplies

and animals should be increased each year. This will be a fairly accurate index of the school's scientific advancement.

F. M. HANES.

NEEDS OF THE DEPARTMENT OF OBSTETRICS AND GYNECOLOGY, 1934-1944

In our efforts to build an obstetric service for the training of students and house staff, we have been struck by the part the financial condition of the patient plays. After careful consideration, efforts were made to interest private individuals in helping us solve this problem. We hope that we may be able in the next two years to have control of a definite sum of money which might be administered by the business office of the hospital and which might be used to hospitalize obstetric cases. The other plan to aid in building the obstetric side of our service would be the establishment of an aggressive outside obstetric service in Durham. The initial outlay for such a service would be relatively high and would have to provide for methods of transportation, portable equipment, at least two nurses capably trained as anaesthetists, and additions to the house staff to care for the service.

Only by increasing our obstetric service to the size of our gynecologic service, may we hope to train students and house staff properly and to obtain large series of clinical histories. From these clinical histories would arise numerous papers for publication on research problems of clinical interest and application.

The problem of research is important. True research, as contrasted to the writing of papers or case reports, demands true organization. At the present time, in the department's effort to evaluate the efficiency of endocrinal therapy in women, we are dependent upon the free supply of endocrinal preparations from one of the reputable pharmaceutical houses. Were this supply removed, the work would be halted for lack of funds. In efforts to carry forward any research problems, we find it necessary to call for help from the laboratories of pathology, biochemistry, and bacteriology. These laboratories are

working at full capacity and naturally cannot assume the burden of any of our research. A clinical service attempting to investigate certain problems must have an active group of clinicians doing both clinical and laboratory work, and an adequate staff to insure proper functioning of the laboratory side. In short, proper staffing of the laboratory and proper research funds should be included in any budget for the department. Funds also should be available for expenses incurred by the staff in presenting scientific programs at various medical meetings, etc.

Definite budget items should be included to aid in the functioning of the Charlotte Maternity Clinic work. The value of this training for our students and the possibility of our later using this unit in any postgraduate teaching are factors which must be considered in any plan.

BAYARD CARTER.

NEEDS OF THE DEPARTMENT OF PATHOLOGY, 1934-1944

In considering the development of this department, a unit in the medical school and the hospital, we have committed ourselves to the following purposes: (1) the teaching of students, (2) the advanced training of staff members and the development of men for careers in this particular phase of medical work, (3) the investigation of disease by planned sustained research, and (4) the performance of the highest type of routine hospital pathological diagnostic work.

The budgetary provisions requested will in our judgment make possible the accomplishment of our purposes provided fairly definite limitations are placed upon the ultimate development of our medical school and hospital. Attention is called to this because, as is well known to those within medical circles, the Department of Pathology must perform a double function exactly as do the clinical departments. It must teach a major branch of medicine in the medical school and at the same time carry on a hospital practice which is vital to the hospital staff and to the patients treated by the clinical staff. It naturally follows that any development of the hospital and the school be-

yond the present maximum capacity must be accompanied by a compensatory development of the staff of this department.

It is our feeling that our medical school should not be permitted to become a *large* school. I can see no reason for ever accepting in our school more than seventy-five students to each class. There are sound reasons for this opinion which need not be mentioned here but which are familiar to all of us. It is likewise my feeling that our hospital should not be allowed to develop and expand beyond that point where it becomes an efficient laboratory in which to teach clinical medicine to doctors and students. A large institution built up with the idea of supplying more or less endless therapeutic needs can hardly find justification. As a by-product of a policy of development of our hospital which is based upon needs of medical students and staff for their proper continued education and development, will come a type of service to the community, to the profession, and to the university as a whole, which will satisfy the demands of the most insistent that the hospital be practically useful.

The successful development of the staff of this department is so closely related to that of the various clinical staffs that it might be said to be actually dependent upon it. It is only natural therefore that we should be interested in seeing the clinical staffs developed as rapidly as is consistent with sound principles. While we have no desire or intent of looking upon the problem in this small way, this expression of appreciation of inter-relationship adds emphasis to our broad view which permits us to say something more relative to the development of our school.

If our medical school and hospital are not to become a vast therapeutic institute, then their life and future position among similar institutions throughout the country must depend upon first-class productivity in the field of investigation. This can be accomplished only through more liberal support for investigative work. This means a staff organized on a materially different basis from that which exists at present. While all departments of the medical school and hospital must be involved in such a modification, it is my observation that the more radical changes will be necessary in the clinical departments. I feel

that the only possible progress toward a solution of this problem is to be made through the addition to the staff of full-time teachers of high rank. Our past experience has shown that the purely practical demands, both private, out-patient, and public ward, are ever increasing. The addition of part-time as well as full-time clinical practitioners solves only the problem of keeping up with the demands of practice and leaves virtually untouched the major problem of developing the teaching and scientific side of our medical school and hospital. Only the addition of staff members who have no clinical *outside* demands made upon them can as far as we can see afford any permanent relief from our always recurring difficulty.

W. D. FORBUS.

NEEDS OF THE DEPARTMENT OF PEDIATRICS, 1934-1944

More pediatric staff and supplies are needed in order to carry the increasing load of teaching students and house staff, of giving adequate care to patients, and of carrying out the preventive measures which are needed among children, for the infant mortality in North and South Carolina is high, as well as to provide time and facilities for necessary investigation. An additional instructor is needed in 1935, and another instructor and a secretary in 1936. The salaries and supply budget should be increased gradually during this period. After 1936, this pediatric staff should be adequate for the teaching of seventy-five second year, seventy junior and seventy senior students, and for the care of a daily average of fifty patients on Howland Ward and in Sims Nursery, and sixty patients daily in the public dispensary. An assistant professor would be very useful, but as he is not absolutely essential, provision is not included.

W. C. DAVISON.

NEEDS FOR THE DEPARTMENT OF PHYSIOLOGY AND PHARMACOLOGY, INCLUDING NUTRITION, 1934-1944

The work of this department falls naturally into three divisions: physiology, pharmacology, and nutrition. In order to

provide proper instruction in pharmacology, it seems essential to have a man of a certain maturity and with experience in this field in charge of this division, for three reasons: (a) for the teaching of first-year students, (b) to carry out and to direct research in this field, and (c) to serve as a consultant in these matters for the clinical departments, a need which is being felt more and more. Such a man should be of the rank of associate professor. There also has been in the past an instructor for pharmacology, and it is proposed to retain this post. This instructor also is at present teaching therapeutics under the department of medicine, an interesting experiment because it is an attempt to improve the teaching of both these subjects by thus correlating the basic science with its practical application.

With regard to *physiology,* the associate professor previously assigned to both subjects has been transferred to pharmacology. It is suggested that to compensate for this the assistant professorship be raised to that of associate professorship and assigned to physiology. In addition, another instructor in the division will be necessary whenever the number of students in the class is raised to seventy-five, if the same standard of teaching is to be maintained. This I regard as the most essential of all. Last year, when we had only fifty students, each of the four members of the faculty was fully occupied and could not have taken care of a larger class without lowering the quality of instruction.

This plan then contemplates five members of the staff for the combined subjects of physiology and pharmacology, and it is expected that each one will assist in instruction in both, although it is felt necessary to have one man of the rank of associate professor specifically interested in each of them.

Nutrition, covering vitamins and allied subjects, presents a rather different problem. It is a subject whose importance is increasing every year, and it is impossible to say what its ultimate requirements may be. Its experimental methods and point of view are so different that it can only be properly taught by some one working in the field. Moreover, the need of a person in the school with special knowledge of nutritional problems is

being increasingly felt also by other departments. By a fortunate accident, these needs have been met in the past by a part-time instructor, but the subject demands a full-time instructor who later should be raised to the rank of assistant professor.

G. S. EADIE.

NEEDS OF THE DEPARTMENT OF SURGERY, 1934-1944

With the growth of the hospital and school of medicine, it will be necessary to strengthen the surgical specialties so that two men are available on each service (ophthalmology, orthopedics, otolaryngology, urology, and dentistry). This will give adequate coverage of these services during vacations, enable the members of the staff to handle the increasing load of patients and students, and give them some free time which they need. Later growth in these specialties can be covered by increasing the number of instructors, assistants, and internes.

General surgery should be expanded in connection with other surgical specialties (abdominal, thoracic, neurological, plastic, and experimental). The associate and assistant professors in general surgery could each take one of these specialties. Eventually, each present general surgeon might use all of his time on his specialty, and require an assistant and a resident staff, but this probably would not take place within the next five years.

With a growing service such as we have, and with the training of young men, it would be highly desirable to have a fund for the traveling expenses of the most suitable young man in general surgery, or in any of the surgical specialties, to visit whatever clinic or clinics in this country offered the greatest opportunity for his advancement. This would improve not only the man, but the service with which he is connected. It is more desirable to have this as a separate fund than as an increase in salary.

Ophthalmology should be developed on a par with otolaryngology, and this will mean having a member of the staff primarily interested in ophthalmology to take over this division.

Dentistry should be placed on a par with the other divisions,

makes it necessary that there be additional funds for both teaching and research purposes, in order that still further advances may be made in the future. At the present time, unfortunately, research work is hampered by lack of sufficient funds with which to purchase and maintain animals, since the first call upon the available animals is that to supply a sufficient number for teaching purposes. Therefore, it is necessary that the allotment for animals be substantially increased next year and as necessary in the future, if research is to be adequately and successfully carried out.

F. D. McCREA.

NEEDS OF DUKE HOSPITAL AND INDEPENDENT ACTIVITIES, 1934-1944

These needs may perhaps be best illustrated by an examination of the attached budgets. It is felt that each figure is reasonable and can be justified, if conditions which are predicted at the present time occur. To attempt a written explanation of each would extend this report beyond ordinary limits. It must be noted that the total number of patient days per year has been a primary factor in drawing these expected budgets. The calendar or yearly date sequence is only of secondary importance. In other words, should there be 110,000 patient days in the year 1937, the 1935 budget would be pertinent rather than the 1937 budget which calls for 135,000 patient days. The expense budget for the present fiscal year which will end June 30, 1935, is twenty-eight per cent higher than that of 1932-33, but the number of patients served probably will be increased by thirty-seven per cent. Income, happily, has more than kept pace with the increased cost of operation. The net deficit which Duke University and the Hospital Section of The Duke Endowment supply will be, if budgeted figures prove correct, actually $15,000 less than during the year 1932-33. Since this marked rise in income probably has been occasioned by two factors whose further influence will diminish it may be well to remark them. The increase in revenue resulting from higher tobacco and cotton prices has done much to lessen the economic pressure

in this and in nearby states—patients are better able to meet their hospital bills and do so. It seems unlikely, however, that further increases in the prices of these two principal crops will be large. Secondly, the effect of the application by the Duke Hospital of the coöperative, the cash-in-advance, and the all-inclusive or flat-rate principles soon will have run its upward course. As this occurs the difference in the cost of caring for each patient as compared to the amount which he is able to pay will tend to become fixed. This is doubly true because costs of both materials and services doubtlessly will increase during most of the coming ten years. Decreasing unit patient costs can no longer be expected. Nor can this problem be simply solved by raising rates. A hospital rate is sound only if it falls within the ability of the patient to pay. Often the probable length of time which a patient must stay in the hospital is known in advance, and he presents himself with the exact amount of money necessary. Too often this sum represents a loan or saving planned for months. Were rates to be raised, the practical and ethical problem of disseminating this information over an ever increasing area is great in itself. Hospital care associations which permit the individual to pay small amounts regularly in order to insure himself and his dependents against the unpredictable incidence of hospitalization, which, at best, is expensive, seem to be on the threshold of a rapid growth in this area. These agencies present the largest promise during the coming decade for aid both to the hospital and its patients. Incidentally, all of the wage employees and most of the salaried staff of the Duke Hospital lately have joined such an association.

It may be concluded, perhaps, that the Duke Hospital and its Independent Activities can reach the limits of their present capacities with but small additions to net deficit. But further increases in capacity will no doubt be indicated within a year or at most within two. Grossly figured, an addition to the yearly operating deficit of at least $600 for each additional bed must be figured if present capacity is expanded. This sum

does not include the cost of additions to the professional staff to care for these patients.

Perhaps the suggestion might be made that a yearly sum of $25,000 be made available for new equipment, new literature and books, and minor building arrangements. It would be predictable in amount and consequently easier to spend intelligently; and, secondly, it would aid much in keeping the hospital always in an advanced technical position. Its presence should serve as some guarantee against the common observation of a hospital whose practices and scientific equipment largely are dated by the time of its dedication.

F. V. ALTVATER.

NEEDS OF SCHOOL OF NURSING, 1934-1944

The expansion of the hospital necessarily will mean an increase in personnel of the nursing department. At the present time we could use more supervisors in order to provide better supervision of the patients' bedside care, instruction of student nurses, supervision of ward helpers, maids, and orderlies, as well as of equipment.

The opening of the second head nurse's desk on Cabell and Drake, as the wards originally were planned, would mean a slight increase in the personnel, but undoubtedly would result in better care of patients, more efficient service to the attending physicians, and less congestion on the ward.

There are increased demands made upon the nursing service in the dispensary and private diagnostic clinic. The opening of the medical clinic on the lower floor has meant an immediate increase in services. The special treatments, such as the baking treatment, require the full time of a nurse for the whole day. These treatments are becoming more frequent, and will have to be considered in plans for the future. The special nursing by the hospital personnel, which is necessary on occasions, owing to the serious illness of the patients admitted here, takes time from the routine bedside nursing care of other patients on the wards.

The increased amount of diagnostic work also is making a heavy demand upon the nursing department, in that the admission of so many patients for a short stay involves a great deal of work, as well as the fact that so many tests and examinations have to be taken care of in a given number of hours. This all detracts from the time the nurses otherwise would have to give the patient who is in the hospital for a longer stay. This brings up the question of whether it would be advisable for us to have a receiving ward, where these patients could be admitted, bathed, clothes taken care of, and have them sent to the ward ready for bed. This would not disturb the routine of the ward, as we are now obliged to do, as well as save a great deal of traffic, which necessarily goes on during the day. The opening up of more rooms in the operating-room suite also has entailed an increase of the nursing personnel.

The present trend in nursing requires increased training in public health work, and there should be someone on the nursing faculty who has had special training in this field. The nurses should receive their instruction inside the hospital, and their field work in the surrounding community. This would mean that our student nurses would need more time allotted to outside services, which naturally means they would have to be replaced in the hospital for that period.

Another service which we have not yet included in our program is that of social service. These services, of course, would have to be incorporated in the curriculum so that they will not conflict with the basic courses such as: medicine, surgery, gynecology, obstetrics, and pediatrics. Just how much credit, if any, we will be allowed for the present communicable disease service undoubtedly will have to be based on case study. The same holds in the case of tuberculosis and psychiatry. In the event that we should be required to affiliate for any of these subjects, replacement at the bedside of the patients necessarily will have to be included in the nursing budget.

The question of relief for vacations may have to be considered. So far, it has been possible to plan them without in-

creasing the budget, but an increase in the volume of the work may make it impossible for this to continue.

With the future growth of the hospital and medical school, it may become necessary for the medical school to have full-time use of the classrooms and laboratories now occupied by the school of nursing, in which case adequate rooms for practical nursing classes as well as for recitations, lectures, and laboratory periods will be needed for the school of nursing.

BESSIE BAKER.

NEEDS OF SCHOOL OF DIETETICS, 1934-1944

In expanding the hospital, the dietetics department will function as a means of serving more people. Along with provision for the increased amounts of raw foods, and a proportionate rise in service and supply cost, there should be better facilities for instructing and following up the instruction of patients.

We are now using two afternoons a week for diet instruction, which is not sufficient time. With both the private diagnostic clinic and the dispensary calling on us for instruction sheets, we know that these diet sheets are being circulated without individual attention, and may or may not be of value to the patient. In order to use a diet list intelligently, a person who understands both what the doctor wants, and what the average housewife wants to know about its preparation, should interpret the diet lists. This is full-time work for a graduate dietitian.

Also, at the present time, practically all of the patients who are individually instructed are sent to their homes, often so far removed from personal contact with Duke Hospital that there is no check up on the way in which diet instruction is being followed in the home. I believe that a system of visits by field dietitians should be maintained by the Duke Hospital. With our present aim of placing our student dietitians, who have received their hospital training at Duke, in the various hospitals in North and South Carolina, we should be able to achieve this system of home visits by using these same dietitians. We could supplement the salaries paid by the local hospitals and supply

transportation, thus bringing down the system to a practical basis. If the diet is important enough for the doctor to prescribe, it should be carried out by the patient. The home visit is the important phase of the work. To see conditions as they are, and not only help the patient, but actually to see if the diet is followed, would necessarily help in the progress of the patient. The cost of this additional dietetic service should be included in the budget of the Duke Hospital.

Because of the physical layout of the university with its fine kitchens and dining halls, there should be an opportunity within the next ten years for the School of Dietetics to use the men's and women's unions as a laboratory for further experience in the preparation and service of food. A different plan of kitchen equipment necessarily changes the types of meals that can be served for different dormitories. Instead of the unions functioning as a separate unit for food *service* only, the dining halls and kitchens could be a means of educating home economics graduates not only to apply their knowledge in taking care of a hospital group, but in taking care of student bodies in universities and colleges throughout the country. There is a demand for just such trained people, and at present they necessarily are chosen from hospital dietitians or tea room managers. Because of this, an adjustment must be made by each individual to step from hospital dietetics to a university dining hall. This adjustment should be made in training rather than after her employment by a university.

This plan cannot be carried out under the present set-up of personnel, but in view of the fact that within ten years there are many chances that personnel will change, the writer sees fit to point out that this field of training should not be ignored. There are many schools of home economics in this area, and instead of duplicating their efforts by creating a school of home economics, an analysis of the situation at Duke shows that the home economics graduate could supplement her training by the plan suggested for this university.

E. W. Martin.

NEEDS FOR SOCIAL SERVICE, 1934-1944

For the past three years, one individual has undertaken what many considered to be an impossible task, namely: to investigate the social and financial status of patients in the public dispensary, to make transportation and other arrangements for patients in Duke Hospital, and to obtain assistance for the treatment of patients in their homes. With an average number of over one hundred fifty visits daily to the public dispensary, and a hospital daily census of more than two hundred patients, coupled with the fact that the average distance which patients travel to the dispensary and hospital is over sixty miles, social service requires immediate relief. During this year the members of the Charity League in Durham gave very welcome assistance in the public dispensary. However, the growing number of patients coming to the dispensary and hospital, as well as those being sent to Duke by the county, state, and federal relief committees, is increasing the necessity for more adequate provision for social service. The problem is state wide. For example, it is practically useless to treat charity diabetic patients in Duke Hospital unless proper arrangements can be made for their continued home care; sooner or later they return to Duke Hospital in the same or worse condition. The ideal, but at present an impractical, solution is the establishment of at least thirty social service centers in North and South Carolina from which a social service worker may radiate and carry out hospital instructions. The cost of each center would be not less than $2,500 ($1,500 salary for a social worker, and $1,000 for supplies and transportation), and the central office at Duke would require an annual expenditure of $10,000, in order to correlate all of the activities—a total budget of $85,000. Nevertheless, something must be done. The best substitute plan is increased provision for the social service office at Duke to aid in every way the present county relief and welfare committees in their local problems. The establishment of social service workers in more of The Duke Endowment assisted hospitals in North and South Carolina, who could coöperate with the social service division of Duke Hospital, would materially lessen the task and be of great assistance to all patients. This alternate plan will cost from $5,670 in 1935, to $12,700 in 1938.

THE DUKE FOREST

To the President of the University:

I have the honor to present herewith my report as Director of the Duke Forest for the years 1932-1933 and 1933-1934.

Further progress was made in developing the Forest as a field laboratory for demonstration, research, and for educational use by the students and faculty of the proposed graduate school of forestry. The forest type and timber stand maps for each of the three divisions of the Forest have been completed by Professor Maughan. These maps are used extensively by the Forest Staff and by the faculty and graduate students in the Botany and Zoölogy Departments who are using the Forest for educational and research purposes. The computations of the present volume and annual growth of each separate, second-growth timber stand in the Forest have also been completed.

The policy was continued of putting to economic use the depleted or otherwise submarginal farm lands and the old abandoned fields which are not restocking naturally to desirable forest trees. Both the extensive administrative and the experimental reforestation activities were conducted along much the same lines as were detailed in my report for 1931-1932 so that only brief mention will be made here of these activities.

New plantations comprising 92 acres planted to 85,800 trees were added during the winter of 1932-1933, bringing the total area planted during the first three winters to 266 acres. The average cost, including the stock but excluding supervision, of this year's planting was $6.46 per acre. Aside from 30,000 loblolly pine seedlings which were purchased from the Maryland State Department of Forestry, the planting stock was purchased from the North Carolina State Department of Conservation and Development and was grown in the nursery maintained near Clayton by the Forestry Division of this department. In this planting loblolly pine, yellow poplar, shortleaf pine, black locust, longleaf pine, red gum, southern cypress, black walnut, and slash pine were used.

Most of the planting was concentrated on a few large open areas in the Durham Division of the Forest. The remaining areas of open land in Eno Township, Orange County, chiefly run-down farms from which the buildings have been removed, were included. This planting reduced the area of land under cultivation by approximately 75 acres.

During the winter of 1933-1934 additional plantations comprising 81 acres were made and 93,000 trees were planted, bringing the total area planted during the past four winters to 347 acres. The average cost, including the stock but exluding supervision, of last year's planting was $6.90 per acre. In this planting loblolly pine, shortleaf pine, yellow poplar, black locust, white ash, red gum, red cedar, southern cypress, and black walnut were used. Most of the areas planted were old fields within the New Hope Creek Division of the Forest in Chapel Hill Township, Orange County.

Increased attention has been given to protection of the Duke Forest and surrounding timberlands from fire and to the immediate detection and prompt suppression of such fires as may start. Through the coöperation of the University officials and the Forest Staff, the University Chapel tower was made available for use as a forest fire lookout station for the county-wide coöperative forest fire control organization. This organization, sponsored and supervised by the Forestry Division of the North Carolina State Department of Conservation and Development, receives financial aid from the Federal, State, and Durham County governments on a 25-25-50 per cent basis and has as its objective prevention, detection, and suppression of forest fires on all forest lands within the County. In allowing the use of the tower for this purpose the University is rendering a very considerable service to the forest landowners of Durham County and at the same time eliminating the necessity of the construction of a steel lookout tower for the detection of fires in the Duke Forest. The Chapel tower overlooks practically all parts of the Durham and New Hope Creek Divisions of the Forest; and, as the county organization maintains a lookout on the tower during the two main fire seasons of each year, spring

and autumn, the Duke Forest is under constant daylight observation during these critical periods. During the past two years the weather conditions were not particularly favorable for the starting of fires in the woods. As a result, there were only ten fires in the Duke Forest during the two years. Concerted action on the part of all agencies concerned enabled the Forest Staff to hold these fires to 16.8 acres or an average of approximately 1.7 acres each.

Increased interest has been shown by the University community and by the people of Durham in the use of the Forest for purely recreational purposes or for combined recreational and educational activities. Five picnic sites were developed in 1932, at each of which an outdoor fireplace, a table, and a garbage receptacle are provided. Tested water suitable for drinking is available at two of the picnic grounds. These picnic grounds were used by 3,500 people in 1932-1933 and by over 4,000 people in 1933-1934. During the main picnicking seasons the grounds are serviced once a week involving renewal of the wood supply and the disposition of garbage. Also the Forest roads and trails are much used for horse-back riding by students, faculty, and townspeople. The physical education classes of the Woman's College, in particular, are frequent users of the Forest for riding purposes. Hiking and outdoor enthusiasts also make use of and enjoy the facilities afforded by the Forest. Members of the Forest Staff and others of the University community have conducted organized groups, such as the Durham City Hiking Club, the Explorers' Club, Boy Scouts, and biological clubs, through the Forest, thus uniquely combining recreation and education.

During the spring and early summer of 1933 the Forest Staff was able to assist the Durham Community Relief Committee by outlining work projects in the Forest for unemployment relief crews. Advantage was taken of this opportunity to further the work in an intensive program of rendering the Forest safer from fire and making provision for the prompt suppression of those fires that actually start. Fire lines were constructed along the boundaries of that part of the Forest con-

tained in the Auxiliary State Game Refuge and these boundaries were well marked with red paint and large game refuge posters. In addition, inflammable débris was cleaned up along several of the well-travelled roads in the Forest.

The State Highway Department coöperated in the removal of the highly inflammable and unsightly debris that had accumulated during the construction of State Highway 751 which passes through the Forest. Likewise the debris left from widening operations along the Cornwallis Road and one or two other State roads was eliminated.

One of the most significant developments along forestry lines that has ever taken place in this country was the authorization on March 31, 1933, of the Civilian Conservation Corps by the Federal Congress upon the urgent request of President Franklin D. Roosevelt. This organization was conceived by the President to help relieve distress, to build men, and to perform constructive conservation work in the vast Federal, State, and private forests of the country. The inauguration of this program, calling for the services of every available trained forester and the immediate designation of constructive work projects by all parties concerned was bound to upset the regular routine of most of the operating forests in the country. The Duke Forest was no exception, and during May and June, 1933, the plans for summer field work had to be completely revised. Mr. Lowell Besley, Assistant in Forestry, resigned late in May to become Superintendent of Forestry Projects at C. C. C. Camp S-52, Laurel, Maryland.

A little later a series of private land camps was authorized. This came as a result of the recognition that our forest problem is a national one, respecting neither artificial boundaries nor land ownership. Work would be undertaken where needed and where it was necessary in the public interest provided that the States and private owners would agree to continue or maintain the projects. In May, 1933, the State of North Carolina agreed to accept the stipulated conditions and was granted eleven camps, one of which, Camp P-56, was located in Durham County the latter part of June. This camp provided quarters

for 215 men and is situated adjacent to the City of Durham. The regular routine of work in the Duke Forest was again upset when Mr. Hugo J. Pawek, the other Assistant in Forestry, resigned to become Project Superintendent of this camp, thus making available to the newly organized forest conservation corps a trained forester with considerable knowledge of local conditions.

Durham County was selected for the location of one of the eleven camps because of an unique combination of factors. The coöperative interest in forest fire protection exhibited by Durham County together with the fact that two demonstration and experimental forests, the Hill Forest and the Duke Forest, are located here, thus affording an unusual opportunity for constructive work. Also there are excellent prospects of the work being continued and maintained and therefore being of actual and lasting benefit.

The Duke Forest Staff has coöperated in every way to facilitate and further this work. Numerous projects have been mapped out in the Forest, and coöperation has been given in providing or procuring tools and transportation so that when the men were available it was possible to inaugurate immediately a work plan for the effective use of these men before the C. C. C. trucks and tools arrived. The camp has been in operation over a year, and extremely worth-while work having lasting benefit is now in progress. Thus far the work in the Duke Forest has consisted mainly of the construction of forest roads, known officially as truck trails. The University has provided the materials and will be under obligation to maintain these projects. This phase of the work is nearing completion. Other work such as timber stand improvement will be taken up next. The forest will thus be in much better condition for intensive use along demonstration, research, and educational lines.

Another development occurring in the Forest during the last year, which will be of outstanding significance in the teaching of both botany and forestry in the years to come, has been the installation of the first plantings in what it is hoped will even-

tually become one of the most complete arboreta in the country. In their annual meeting on June 4, 1934, the Board of Trustees of Duke University, upon the recommendation of their Forestry Committee, voted permanently to set aside an area of over 300 acres in the Forest to be used for arboretum purposes. The area lies immediately across the road back of Duke University Chapel and is bounded on the east by the railroad spur to the West Campus heating plant and the Chapel road; on the south by State Highway No. 751 from its intersection with the Chapel road to the intersection of State Highway No. 751 and the Erwin Road; thence on the west and the north by the Erwin Road to its intersection with the railroad spur to the West Campus heating plant.

Through the generosity of Mr. W. W. Flowers, of New York, a member of the class of 1894 and a Trustee of the University, it has been possible to develop preliminary plans and to plant 205 trees of fifteen different species. The University Trustees' Committee on Forestry in their report to the Board make further reference to the arboretum as follows:

The arboretum should serve as a station for the study of trees and woody plants as individuals and in small groups in their scientific relations, economic properties, and cultural characteristics, requirements, and possibilities. It should render an economic service by acting as a research laboratory where trees and shrubs can be studied from the viewpoint of a fuller utilization of their commercial possibilities. It should render a cultural service by serving as a center where foresters, landscape architects, nurserymen, gardeners, and the general public may increase their knowledge of indigenous trees and shrubs and where they may become acquainted with the foreign species that can be grown here.

Within the University the arboretum will supply living specimens and material for several branches of botany and forestry. It will be especially useful in providing necessary material for the work in dendrology, silvics, and wood technology in the school of forestry. To insure continuity and stability of policy and permanence so essential in the growing of trees that require from 100 to 300 years to come to full maturity we respectfully recommend that the Board of Trustees in recognition of these principles permanently reserve the above designated area for arboretum purposes and that the development of the arboretum proceed along these lines as rapidly as available funds and planting stock will permit.

It has been necessary to subordinate research to regular administrative duties in connection with the work of placing the Forest under intensive management, to the emergency conservation and other coöperative work, and to the development of the educational work. Some progress has been made by the Forest Staff as a whole and individually in carrying forward the program of forest research referred to in the first two years' reports. Locations were selected and three one-quarter-acre permanent sample plots were established in a 45-year old stand of shortleaf pine to study the effects of heavy versus light thinning in similar stands. Six one-tenth-acre plots were established in a 10-year old stand of loblolly pine to study the effects and relative costs of heavy versus light pruning of the best trees with the object of producing better grade lumber. A series of twelve plots was laid out in a young stand of loblolly pine near the Crow's Nest to study the natural development of pine stands under varying densities of stocking. The number of trees in each plot was artificially reduced to conform to an arbitrary scale which runs from 250 to 16,000 trees per acre. A group of seven more plots were added to the pruning and thinning study already under way. These were established in 20-year old stands of loblolly pine to study the reactions obtained from this type of cultural work in slightly older forest stands. In addition, a beginning has been made in a study designed to determine the yields of the hardwood forest types in this region. One study plot was established in the red gum-yellow poplar type found in the bottomlands and one in the white oak-black oak-red oak type of the uplands.

In April, 1932, a study was initiated to determine the soil-leaf moisture relationships between five different forest types in the Duke Forest. The following account, mostly by Mr. T. S. Coile, covers the essential features of this project:

Locations typical of the following types were selected: red gum-yellow poplar, shortleaf pine (poor site), loblolly pine, post oak-blackjack oak, and white oak-black oak-red oak. These stations are situated on soil types which are characteristically associated with the above types in the Forest. The red gum-yellow poplar is on Congaree silt loam, the

shortleaf pine on Whitestore sandy loam (shallow phase), the loblolly pine on Georgeville silt loam, the post oak-blackjack oak on Iredell loam, and the white oak-black oak-red oak on Davidson clay loam.

A complete mechanical analysis was made of the soil from two soil wells in each of the five types, which gave the percentages of the various soil fractions in each of the soil horizons down to a depth of three feet. Moisture equivalent determinations were made on these soils, by means of which it was possible to compute the amount of soil water theoretically available to the plants. Actual wilting tests still remain to be made.

Leaf samples of the type species were collected throughout the growing season for the determination of moisture content, and at the same time soil-moisture samples were collected from three horizons of the soil, namely: the upper or A_1 horizon, the next lower or A_2 horizon, and the successively lower or B horizon. Collections of leaf and soil material were made during the 1932, 1933, and 1934 growing seasons.

The data recorded in this study indicate that the physical properties and relative position and depths of the soil horizons as they influence the water supply available to the tree roots, are perhaps the most important factors influencing site conditions in the Forest. In all probability these factors also influence the distribution of forest types to a greater degree than any other group of concrete variables.

The lower Piedmont Plateau is subject to periodic droughts during the growing season, which, associated with different soil conditions, result in the development of certain forest types. For instance, the post oak-blackjack oak type studied is on a soil the physical properties of which are such that these two species are perhaps the only local ones that can persist during periods of excessive drought. These dry periods may not occur annually, but only once in a number of years.

The data collected from the Davidson clay loam, which supports the white oak-black oak-red oak type studied, indicates that it is the best soil in the Forest for hardwoods, especially from the standpoint of available soil moisture.

The amount of available moisture in the soil is directly associated with the moisture content of the leaves of the trees growing on the soil.

The data collected add materially to our knowledge of the relationships between soil moisture and leaf moisture through the growing season, and are an aid in explaining the reasons for the development of forest types. It is particularly important to know why a forest type has developed in order to manage it intelligently for timber production, so that species unsuited to the soil conditions will not be reproduced naturally, or planted, only to be eliminated during a period of moisture deficiency or to have their growth rate greatly reduced.

As one phase of the study of the water relations of forest vegetation fifteen milacre (0.001 acre) plots were located between the trees in five different forest types. Seven of these plots were surrounded by trenches three to four feet deep in order to sever all tree roots extending into the soil of the plots from the outside and thus eliminate competition of the tree roots for moisture and soil nutrients. The amount of water in the soil is determined during dry periods. Thus far the trenched areas show more moisture in the soil during dry periods, the vegetation on the areas has already become denser and more luxuriant, and more species commonly inhabiting moist situations are appearing than on the untrenched areas.

A paper discussing the results of the studies of the physico-chemical properties of leaves and leaf sap as indices of the water relations of forest trees was read by the Director before the Congress of the International Union of Forest Research Organizations held in Nancy, France, September 4 to 11, 1932. The Director attended the executive sessions of the International Committee of the Union as the official representative of the forest research organizations of the United States. During the six weeks before the Congress convened, the Director visited the leading schools of forestry and forest research institutes of England, Germany, Switzerland, and France. Many of the state, city, and communal forests of these countries, which have been under intensive management for many years, were visited in company with the local forest officers. The French forest officers conducted an organized study tour of all the principal forest regions of France in which thirty-five foresters from England, Germany, Finland, India, France, Australia, Hungary, Czechoslovakia, Japan, Poland, Sweden, Nigeria, Uganda, United States, and other countries participated.

An American forester who studies the forestry situation in the countries of central Europe is especially impressed by the extent to which forestry is considered essential to the economic and social welfare of these countries and by the vast practical good that is derived from the forests by all the people. All land, both forest and agricultural, is fully utilized. The cul-

tivation of agricultural crops is intensified in the valleys, while meadows and pastures are concentrated on the more gentle lower slopes and the more steep upper slopes and rough stony areas are kept in forests. Every country takes the closest interest in forest conservation and the development of its forest resources, and by law regulates the use of the forest and determines the minimum areas to be devoted to timber growth within its borders. The European people have the greatest respect for the laws and regulations relating to their forests. There are no serious problems of fire, unwanton destruction, or despoilation in the forests. The Europeans know how fully to use and enjoy their forests and still pass them on to the next generation in as good or better condition than that in which they inherited them from their ancestors. Forestry research and education extending over two or more generations have indelibly left their imprint in central Europe.

Many important suggestions applicable to our work here may be obtained from the rich experience of the European countries in forestry. For example, every continental forestry school or forest research institute visited has their *Lehrwald, Lehr-Revier,* or *Fôret d'enseignement,* usually situated near their main plant, and in which many of their student-training exercises and researches are conducted. Such a combination of educational and research activities in forestry is considered an ideal arrangement. A somewhat similar plan has been proposed for Duke University. In this connection reference is made to the report[1] submitted at the annual meeting of the Duke University Board of Trustees held June 5, 1933, by the Board's Committee on Forestry, in which the proposal has been so well stated as follows:

> A small beginning has been made by the Forest Staff as a whole and individually in carrying out a program of forest research. Due to the wide range in forest types and soil conditions of the Duke Forest and its proximity to the laboratories, greenhouses, and other scientific equipment and library facilities of the University, an especially good opportunity exists for research in the Forest by both graduate students and members of the faculty. In fact the opportunities for the conduct of forest re-

[1] *Duke University Alumni Register,* IX: 157-158 (June, 1933).

search at Duke are so unique, because of the nature of the facilities and the availability of a deeply interested, willing, and coöperative corps of workers, that Duke University has a chance to assume an enviable and outstanding position of leadership in forest biology in the South and in the entire nation were an institute of forest biology to be established here. Fundamental research in forest biology, which requires resources to insure protracted investigations, can appropriately be conducted in endowed institutes of forest biology. Such institutes have been recommended by a committee of the Society of American Foresters and by I. W. Bailey, of Harvard University, and H. A. Spoehr, of the Carnegie Institution of Washington, in "The Rôle of Research in the Development of Forestry in North America." Resolutions emphasizing the need for and endorsing endowed institutes of forest biology have been passed by such scientific and technical societies and organizations as the American Society of Zoölogists, American Society of Plant Physiologists, Ecological Society of America, Society of American Foresters, and the Appalachian Forest Research Council. Other universities have their institutes of human relations and social research and special laboratories in the sciences that give them outstanding significance, but none of them is surrounded by a forest which offers anything like the possibilities offered by the Duke Forest. Plans are now under way for organized coöperative research by members of the Botany, Zoölogy, and Forestry Staffs upon some of the more important problems in forest biology, most of which are more or less closely related and form a unified program. Work has actually been begun by members of the faculty in these departments in conjunction with their regular duties. A group of some twelve or thirteen members of the faculty of these three departments have held regular monthly meetings during the past year to discuss each other's research and to develop a closer coöperative program. Two of these meetings were actually held in the Forest during which trips were made over the Durham and New Hope Creek Divisions of the Forest. Members of the faculty in the allied science departments have also indicated that they think the idea of an institute of forest biology is a sound and desirable one. Dr. A. S. Pearse, Chairman of the Department of Biology, has been rendering especially effective coöperation in this work.

Proper inducements for summer work by the younger members of the faculty, a number of fellowships or assistantships, and adequate equipment and supplies would materially advance such an organized program of research in forest biology. While it is true that work has already been begun on a small scale in an effort to demonstrate some of the possibilities of an organized attack upon the problems of forest biology, yet adequately to support an institute of forest biology would require a substantial increase in funds to be provided by either Duke University or an outside source.

Expansion of governmental conservation work, such as that of the Civilian Conservation Corps, the Soil Erosion Service of the U. S. Department of the Interior, the Lumber Code Authority of the National Recovery Administration, the submarginal land project of the Agricultural Adjustment Administration, the Tennessee Valley Authority, and the allocation of $20,000,000 for the acquisition of additional national forest lands by the Forest Service of the U. S. Department of Agriculture, has added more momentum to the forest conservation movement and has still further increased the demand for well-trained foresters.

The pre-forestry curriculum that was organized in Trinity College of Duke University in 1932 has passed its second year with an increasing number of students. This group of studies is designed for students who enter college with the purpose of studying professional forestry. The first three years of this curriculum are given very largely to fundamental and auxiliary subjects basic to a proper understanding of the more highly specialized work in technical forestry, which must be completed before a man can qualify as a professionally-trained forester. The professional work will require two additional years and will lead to the Master of Forestry degree. The Doctor's degree should be available to those students who complete a program of more advanced work in forestry. The technical work leading to the professional degrees is not available with the present Staff.

Members of the Forest Staff are serving in various capacities in organizations concerned directly or indirectly with forestry and biology. On January 1, 1933, the Director became the managing editor of *Ecological Monographs* in charge of botanical manuscripts, the other managing editor in charge of zoölogical manuscripts being Dr. A. S. Pearse, Chairman of the Zoölogy Department at Duke. During the year the Director accepted membership on the Sub-committee on Land Inventories and Land Classification of the National Land Use Planning Committee and attended meetings of the Committee in Washington. He is also a member of the Council of the American

Association for the Advancement of Science, the Forestry Committee of the Southeastern Economic Council, and the Executive Committee, North Carolina Forestry Association.

In February, 1933, Professor Maughan was appointed Chairman of a Committee on the Practice of Forestry by the Appalachian Section, Society of American Foresters and in January, 1934, was elected to the Vice-chairmanship of that organization. As Vice-Chairman, he is responsible for membership matters for the Section. He is also still serving as a member of the Committee on Phenology of the same organization. During his vacation period last summer Mr. Maughan obtained an appointment with the United States Forest Service at the Appalachian Forest Experiment Station, Asheville, N. C. While there he assisted in organizing and was then put in active charge of an intensive inventory project on three new experimental forests being established by the Experiment Station in the Pisgah, Nantahala, and Cherokee National Forests with funds granted for Emergency Conservation Work. This experience enabled Mr. Maughan to obtain a first-hand knowledge of forest conditions and forestry problems characteristic of the Southern Appalachian Region.

C. F. KORSTIAN, *Director.*

THE SUMMER SCHOOL

To the President of the University:

The Summer School of 1933 showed a decline in enrollment as compared with 1932, and the Summer School of 1934 showed a decided gain, as set forth in Table I, which gives comparative statistics of enrollment for 1919, 1924, and 1929 to date.

TABLE I—GROWTH OF SUMMER SCHOOL ENROLLMENT, 1919-1934

Year	Duke Campus				Affiliated Schools					Enrollment less Duplications
	I*	II	III	Total	Oriental	Junaluska	J. Sch. Relig.	Total	Grand Total	
1919	88	...	...	88	...	...	..	...	88	88
1924	473	...	247	720	155	...	..	155	875	748
1929	765	...	447	1,212	...	214	36	250	1,462	1,181
1930	826	...	442	1,268	...	195	39	234	1,502	1,212
1931	932	...	482	1,414	...	223	39	262	1,676	1,363
1932	1,177	...	621	1,798	...	206	35	241	2,039	1,711
1933	964	...	552	1,516	...	191	35	226	1,742	1,437
1934	1,050	281†	528	1,859	...	128	..	128	1,987	1,682

*I, First Term; II, Mid-Summer Term; III, Last Term.
†This does not include 13 who registered in Terms I and II, nor 16 who registered in both II and III.

It will be observed that the increase in 1932 was exceptional, and that the 1933 decreased enrollment still surpassed any other summer school excepting 1932. It will be observed that the enrollment for 1934 increased sufficiently to absorb practically all of the two-year loss at Junaluska. The total number of registrations on the Duke campus was 61 more than the record registration of 1932. Most of the gain in registrations was found in the new mid-summer term, which was larger than any affiliated term we have ever had, either at Junaluska or at Oriental, and approximately as large as our entire summer school registration in 1922, three years after our first term. This showing as to the popularity of the mid-summer term was all the more remarkable because there were only eleven instructors employed to offer courses in the second term as compared to twenty-nine

for the third term. The entire eleven were transferred from first and last terms, and added nothing to the budget. An evidence of the popularity of the mid-summer term is the fact that whereas the first term showed an increase of 86 students, or nine per cent over last summer in spite of a decreased staff, the last term showed a loss of 24 students instead of a similar gain. With the same number of courses there is evidence that the mid-summer term would surpass the last term in enrollment.

In order to find the total number of students working at the University this past summer, we should add to the totals given 59 students in the School of Nursing and 62 in the School of Medicine, making a total of 2,108 registrations by 1,803 students. The duplications are accounted for by 294 students, of whom 174 were men, attending both first and last terms in Durham and by 11 men who attended Junaluska the first term and came to Durham the last. In 1933, including School of Nursing, School of Medicine, and special research students, the total number of registrations was 1,859, made by a total of 1,554 students.

Table II indicates to what extent the Summer School is dependent upon teachers for its enrollment. Slightly more than 67 per cent of the total registrations consisted of teachers.

TABLE II—REGISTRATION OF PUBLIC SCHOOL TEACHERS IN SUMMER SCHOOL, 1919-1934

Year	*Duke Campus*				*Affiliated Schools*		*Grand Total Teachers Enrolled*	*Total Registration including Teachers*
	I	*II*	*III*	*Total*	*Oriental*	*Junaluska*		
1919.....	65	...	...	...	...	...	65	88
1924.....	339	...	173	512	155	...	667	875
1929.....	466	...	243	709	...	151	860	1,462
1930.....	498	...	224	722	...	150	873	1,502
1931.....	605	...	233	838	...	172	1,010	1,676
1932.....	774	...	395	1,169	...	152	1,321	2,039*
1933.....	633	...	371	1,004	...	138	1,142	1,742*
1934.....	779	246	234	1,259	...	77	1,336	1,987*

*These totals do not include the 92 students enrolled in Medicine and Nursing in 1932, the 106 enrolled in Medicine and Nursing in 1933, and the 121 enrolled in Medicine and Nursing in 1934.

Table III gives an analysis of the graduate and undergraduate enrollment in comparison with the enrollments for 1932 and 1933. It will be noticed that the gain for 1934 lies primarily in the mid-summer term. Omitting the mid-summer term there was actually a smaller enrollment both first and last terms than in 1932, the decrease being more than accounted for by the decrease in number of Duke undergraduates enrolled in 1934. This fact is indicated in Table VII.

TABLE III—NUMBER OF GRADUATES AND UNDERGRADUATES, MEN AND WOMEN ENROLLED IN SUMMER SCHOOL, 1934

Department	*Men*			*Women*			*Total*		
	*I**	*II*	*III*	*I*	*II*	*III*	*I*	*II*	*III*
Graduates	250	49	156	293	70	146	543	119	302
Undergraduates	194	20	106	313	142	120	507	162	226
Total	444	69	262	606	212	266	1,050	281	528
Total 1932, for comparison	573	...	320	604	...	301	1,177	...	621
Total 1933, for comparison	511	...	291	453	...	261	964	...	552

*I, First Term; II, Mid-Summer Term; III, Last Term.

This table shows that the graduate students outnumbered the undergraduates for the summer as a whole and by 36 the first term and 76 the last term, while the undergraduates had a majority the mid-summer term. Most of the courses offered the middle term were undergraduate. Among the graduate students the men were slightly in the majority. Among the undergraduates women had a decided majority. In 1933 the total number of graduate students for the first term exceeded the total number of undergraduates, although the enrollment had been approaching that condition for several years. In 1933 also the number of men exceeded the number of women for each term of summer school. This was true both of the graduates and of the undergraduates. For a number of years there has been a fairly even division as between men and women.

Tables IV and IVa emphasize the large number of teachers in summer school by bringing out the predominance of the enrollment in Education, even among the undergraduates, a predominance due in large part to the presence of women who are teaching in the elementary schools. Three-fourths of the undergraduate women in the mid-summer term, and two-thirds of the total undergraduate enrollment for that term, were enrolled in Education. Undergraduate teachers also constituted largely the relatively heavy enrollments in English, economics and political science, and history. They flocked into such courses, commonly required by State Departments of Education, as elementary composition, American literature, economic geography, American government and politics, and American history. This condition existed also in 1932 and in 1933.

TABLE IV—DISTRIBUTION OF UNDERGRADUATE STUDENTS BY DEPARTMENTS, 1934

Department	*I*			*II*			*III*		
	Men	*Women*	*Total*	*Men*	*Women*	*Total*	*Men*	*Women*	*Total*
Education	21	135.5	156.5	5	105	110	13.5	41	54.5
Botany	.....	.....	.....	2	15	17	.....	1.5	1.5
Chemistry	9	1.5	10.5	.....	.....	.....	31.5	7	38.5
Civil Engineering	33.5	.....	33.5	.....	.....	.....	.....	.....	.....
Economics & Pol. Sci.	25	46.5	71.5	.....	.....	.....	12	19.5	31.5
English	36.5	57	93.5	.....	4.5	4.5	6.5	20.5	27
French	2	8	10	3	4	7	.....	.....	.....
German	13	6.5	19.5	1	.....	1	7	6	13
History	15.5	22	37.5	.5	5.5	6	24	16	40
Latin	.....	.....	.....	.....	.5	.5	.....	.....	.....
Mathematics	6	3	9	5	1.5	6.5	1	.5	1.5
Psychology	1	.5	1.5	.....	.....	.....	1	.5	1.5
Religion	.5	.....	.5	.5	4.5	5	8.5	7.5	16
Sociology	2.5	6.5	9	.....	.....	.....	.....	.....	.....
Spanish	11	16	27	.....	.....	.....	.....	.....	.....
Zoölogy	17.5	10	27.5	3	1.5	4.5	1	.....	1
Total	194	313	507	20	142	162	106	120	226

TABLE IVa—DISTRIBUTION OF UNDERGRADUATE STUDENTS BY DEPARTMENTS, 1934

Total Registrations for All Terms (Compiled from Table IV)

Department	*Men*	*Women*	*Total*
Education	39.5	281.5	321
Botany	2	16.5	18.5
Chemistry	40.5	8.5	49
Civil Engineering	33.5	....	33.5
Economics and Political Science	37	66	103
English	43	82	125
French	5	12	17
German	21	12.5	33.5
History	40	43.5	83.5
Latin	....	.5	.5
Mathematics	12	5	17
Psychology	2	1	3
Religion	9.5	12	21.5
Sociology	2.5	6.5	9
Spanish	11	16	27
Zoölogy	21.5	11.5	33
Total	320	575	895

TABLE V—DISTRIBUTION OF GRADUATE STUDENTS BY DEPARTMENTS, 1934

Department	*I*			*II*			*III*		
	Men	*Women*	*Total*	*Men*	*Women*	*Total*	*Men*	*Women*	*Total*
Education	122.5	118	240.5	32	31.5	63.5	84	53	137
Botany	.....	.....	.....	1	3	4	.....	.....	.....
Chemistry	4.5	1	5.5	.....	.....	.....	4	2.5	6.5
Economics & Pol. Sci.	17	18	35	.....	4.5	4.5	13.5	11	24.5
English	31	69	100	.5	11.5	12	13	39	52
French	5.5	22.5	28	.....	.5	.5	3	7	10
German	8.5	4	12.5	.....	.....	.....	.5	.5	1
History	27	30	57	5	9	14	14	15	29
Latin	.5	5	5.5	.....	4.5	4.5	.....	1.5	1.5
Mathematics	14.5	8.5	23	6.5	2.5	9	7	5.5	12.5
Psychology	8.5	5	8.5	.....	.....	.....	5	3.5	8.5
Religion	.....	.....	.....	.5	.5	1	11.5	3.5	15
Sociology	6	6.5	12.5	.....	.....	.....	.....	.....	.....
Spanish	1.5	2	3.5	.....	.....	.....	.....	.....	.....
Zoölogy	8	3.5	11.5	3.5	3.5	7	.5	3	3.5
Total	250	293	543	49	71	120	156	145	301

Tables V and Va show the distribution of graduate students by departments for each term of the 1934 summer school. It will be observed that the Department of Education enrolled slightly more than forty-five per cent of the graduate students for the summer, followed in order by English, History, Economics and Political Science, Mathematics, French, and Zoology. The statistics for 1933 showed practically the same ranking of enrollments by departments.

TABLE Va—DISTRIBUTION OF GRADUATE STUDENTS BY DEPARTMENTS, 1934
Total Registrations for All Terms (Compiled from Table V)

Department	*Men*	*Women*	*Total*
Education	238.5	202.5	441
Botany	1	3	4
Chemistry	8.5	3.5	12
Economics and Political Science	30.5	33.5	64
English	44.5	119.5	164
French	8.5	30	38.5
German	9	4.5	13.5
History	46	54	100
Latin	.5	11	11.5
Mathematics	28	16.5	44.5
Psychology	8.5	8.5	17
Religion	12	4	16
Sociology	6	6.5	12.5
Spanish	1.5	2	3.5
Zoölogy	12	10	22
Total	455	509	964

The graduate enrollments in Education, Mathematics, Religion, and Zoölogy were predominately men. In History and Economics and Political Science the enrollments of men and women were practically the same, and the predominance of women was marked in English, French and Latin. The graduate students enrolled in German were taking elementary German in order to meet language requirements for degrees, and the students in Botany were taking elementary botany. A few students in other departments were taking undergraduate work to meet prerequisites for advanced degrees.

Graduate students in 1934 were admitted from 218 colleges in twenty-four states. The entire student body represented 317

colleges in 28 states and the District of Columbia. Graduate students for the first term of 1932 came from 159 colleges in 25 states; the second term from 118 colleges in 23 states. The entire student body for 1933 represented 174 colleges in 26 states.

The majority of the graduate students were candidates for Master's degrees. However, thirty-four registrations the first term; nine, the mid-summer term; and thirty-six, the last term were by students already holding Master's degrees. Table VI shows by schools awarding the degree the distribution of these students. In 1933, 57 registrants the first term and 29 the second already held Master's degrees.

TABLE VI—DISTRIBUTION OF STUDENTS ENROLLED IN DUKE UNIVERSITY SUMMER SCHOOL HOLDING MASTER'S DEGREES, 1934

Name of College Awarding Master's Degree	*Men*				*Women*				*Grand Total*
	I	*II*	*III*	*Total*	*I*	*II*	*III*	*Total*	
Alabama Polytechnic Institute			1	1					1
Catholic University	1			1					1
Columbia University	2	1	3	6	1		2	3	9
Duke University	3		3	6	5		4	9	15
Emory University	2	1	3	6					6
Gettysburg College			2	2					2
George Peabody College	2	1	6	9			1	1	10
George Washington University	1			1					1
Middleburg					1		2	3	3
Northwestern University					1			1	1
Ohio State		1		1					1
Syracuse University	1		1	2					2
Tulane University		1		1					1
University of Alabama		1		1					1
University of Chicago	2		2	4					4
University of Colorado					1			1	1
University of Florida	2		2	4					4
University of Georgia	1		1	2	1			1	3
University of Illinois			1	1					1
University of Kentucky	1			1					1
University of Nebraska	1			1					1
University of North Carolina	1			1					1
University of Pennsylvania						1		1	1
University of South Carolina	1	1		2		1		1	3
University of Tennessee					1			1	1
University of Virginia							1	1	1
Vanderbilt University	1			1					1
West Virginia University			1	1					1
Wofford College	1			1					1
Total	23	7	26	56	11	2	10	23	79

Table VII shows the distribution by classes of Duke students and alumni attending the summer school of 1934. This table counts as seniors only those students who could complete graduation requirements by the end of the summer; it counts as juniors all those who had completed three or more years of work; as sophomores those who had completed two years; and as freshmen those who had been one year at Duke. In other words, the status of the student for this table was fixed by his status at the end of the year 1933-34, and not by his prospective status for the year 1934-35. The number of prospective freshmen enrolled is indicated by the six men and four women in the first term and the six men of the third term, who registered upon the basis of high school transcripts without subsequent college work. The number of such students who register in summer school is relatively negligible. The few who do so, do it on the advice of the committee on admissions. The enrollment of Duke alumni and students was 52 fewer than in the summer of 1933, and 218 fewer than in the summer of 1932. Our own students have for two years shown a decreasing interest in summer school work. Among our alumni this fact probably reflects the increasingly bad economic status of the teacher in this state and area. On the part of the undergraduate students the fact probably reflects economic conditions: when the average student has paid his expenses for nine months, he is not as well able to continue during the summer as he was four and five years ago. The only group who showed an increased registration in 1934 as compared to 1933 was the group classified as "juniors," who numbered 148 as compared with 140 in 1933. This group represents two classes of students: those who by work in the summer can graduate by February 1, and those who need the work of the summer to begin the autumn semester with full senior standing. There were 177 registrations of juniors in 1932 as compared with the 148 registrations in 1934. More than half of our decreased enrollment in 1933 was accounted for by the decrease in Duke undergraduates. The decrease in number of Duke students in the summer of 1934 as compared with 1933, in spite of the increase in the total summer school enrollment, is a striking fact.

TABLE VII—DISTRIBUTION OF DUKE ALUMNI AND STUDENTS ENROLLED IN THE 1934 SUMMER SCHOOLS

Department	*I*			*II*			*III*			*Grand Total*
	Men	*Women*	*Total*	*Men*	*Women*	*Total*	*Men*	*Women*	*Total*	
Masters	3	5	8	....	....	....	3	4	7	15
Graduates	19	19	38	....	....	....	16	5	21	59
Seniors	18	6	24	4	....	4	14	1	15	43
Juniors	55	30	85	2	4	6	35	22	57	148
Sophomores	39	23	52	5	2	7	21	7	28	87
Freshmen	47	9	56	5	5	10	11	5	16	82
Total	171	92	263	16	11	27	100	44	144	434
Totals 1932 for comparison.	300	119	419	....	....	....	168	68	236	655
Totals 1933 for comparison.	234	86	320	....	....	....	118	52	169	489

The distribution of the 1934 enrollment by states, as given in Table VIII, shows that the summer school has made noteworthy and steady gains in Georgia, Mississippi, Pennsylvania, and Tennessee. Subject to fluctuation it has also made appreciable gains in Alabama, Florida, Texas, and West Virginia, and is strong in South Carolina and Virginia. There would probably have been a noteworthy gain in the enrollment from Virginia both last summer and this except for the fact that the revision of the public school curriculum in that state has been used by summer schools there to offer various practical projects connected with the revision of special appeal to the Virginia teachers. In South Carolina, as in North Carolina, the public school conditions have not encouraged teachers to go to summer school in as large numbers as formerly. North Carolina still leads in number of registrations with 27% of the total, Pennsylvania follows with 15%, West Virginia with not quite 11%, followed by Georgia in fourth place, Florida and South Carolina (tied for fifth place), Virginia, Mississippi, and Tennessee. Approximately 92% of the summer enrollment is drawn from Pennsylvania southward around to Texas. The comparison shown in Table VIII between the total registrations for 1933

TABLE VIII—DISTRIBUTION OF REGISTRATIONS BY STATES AND FOREIGN COUNTRIES

	I	*II*	*III*	*Schools of Medicine and Nursing*	*Junaluska S. S.*	*Grand total for 1934*	*Total for 1933*	*Total for 1932*
Alabama	25	4	12	..	1	42	22	32
Arkansas	3	2	2	1	1	9	3	4
California	..	..	..	1	..	1	..	1
Colorado	..	..	..	..	..	..	1	2
Connecticut	2	..	..	..	..	2	8	7
Delaware	1	..	1	..	..	2	9	7
District of Col.	3	1	2	..	..	6	6	9
Florida	57	23	35	3	6	124	89	115
Georgia	106	25	35	1	6	173	131	120
Illinois	1	..	..	2	..	3	4	4
Indiana	..	..	..	..	..	..	3	1
Iowa	..	..	1	1	..	2	2	2
Kansas	2	..	..	..	..	2	1	...
Kentucky	12	2	3	..	1	18	33	12
Louisiana	5	1	1	1	..	8	4	4
Maryland	13	20	15	1	1	50	43	63
Massachusetts	5	..	3	..	..	8	8	10
Michigan	1	..	..	..	..	1	4	1
Mississippi	54	10	24	..	2	90	49	37
Missouri	2	6	1	..	..	9	1	...
Montana	..	..	..	1	..	1	..	...
Nebraska	..	..	..	..	..	..	1	...
New Jersey	23	4	7	5	..	39	43	38
New Mexico	..	..	..	..	..	..	..	2
New York	28	3	16	11	..	58	51	47
North Carolina	225	39	147	52	95	558	608	867
Ohio	14	3	8	1	..	26	17	15
Oklahoma	..	..	..	1	..	1	4	3
Oregon	..	..	..	2	..	2	1	...
Pennsylvania	175	49	76	9	2	311	293	244
Rhode Island	1	..	..	..	..	1	6	3
South Carolina	54	22	40	4	4	124	87	127
Tennessee	40	9	13	..	4	66	47	42
Texas	14	..	7	1	2	24	16	13
Utah	..	..	..	..	..	..	..	1
Virginia	59	9	33	14	2	117	122	138
Washington	..	..	..	..	..	..	1	...
West Virginia	122	49	45	6	1	223	115	150
Wisconsin	..	..	..	1	..	1	4	...
Brazil	..	..	..	..	..	..	2	...
Canal Zone	..	..	..	..	..	..	2	...
Colombia	..	..	..	..	..	..	1	...
Cuba	..	..	..	..	..	..	1	3
China	..	..	..	..	..	..	..	1
France	..	..	..	..	..	..	..	1
Germany	..	..	..	1	..	1	..	...
Japan	1	..	1	..	..	2	1	1
Korea	1	..	..	..	..	1	2	...
Mexico	1	..	..	..	..	1	2	...
Panama	..	..	..	..	..	..	..	3
Switzerland	..	..	..	..	..	..	2	..
Total	1,050	281	528	120	128	2,107	1,850	2,131

and 1932 indicates the effect of the serious retrenchment in teachers' salaries upon the enrollment in 1933. This retrenchment was especially drastic in North Carolina and Florida; and the conditions of the public schools in Alabama, South Carolina,

TABLE IX—DISTRIBUTION OF NORTH CAROLINA REGISTRANTS FOR 1934 BY COUNTIES

County	*I*	*II*	*III*	*Junaluska*	*Total*	*County*	*I*	*II*	*III*	*Junaluska*	*Total*
Alamance	5	2	1		8	Jones					
Anson	5	1	1	1	8	Lee	1		1		2
Ashe	1				1	Lenoir	4		1	1	6
Avery	2				2	McDowell	2				2
Beaufort	3	1			4	Madison	1				1
Bertie	2				2	Martin	3		2		5
Buncombe	6	2	5		13	Mecklenburg	7	1	2		10
Burke	1		1		2	Montgomery	2		2	1	5
Camden						Moore	1		1		2
Carteret	1		1		2	Nash	2		1		3
Catawba	1			3	4	New Hanover	3				3
Chatham	1				1	Northampton	2		1	2	5
Chowan	1				1	Onslow	1				1
Cleveland	5		3	1	9	Orange	2	4	6	1	13
Columbus	1	1	1		3	Pasquotank	3		1	1	5
Craven	2		3		5	Person	6	1	5		12
Cumberland	1		2	1	4	Perquimans	1		1		2
Currituck	1				1	Pitt	2				2
Davidson	4		3		7	Randolph	1		2	1	4
Davie	2	1	2		5	Richmond	2		1		3
Duplin			1		1	Robeson	3		2		5
Durham	61	10	37	3	111	Rockingham	1	2	1	1	5
Edgecombe	3	1	3	1	8	Rowan		2	1	3	6
Forsyth	14	1	4		19	Rutherford	2	1			3
Franklin			1		1	Sampson	1		1	1	3
Gaston	6	2	2		10	Scotland				2	2
Gates	1				1	Stanly			1	1	2
Graham	1				1	Stokes			3		3
Granville	3	2	5		10	Surry	6		2		8
Guilford	5	1	10	3	19	Union	3	1			4
Halifax	1		4		5	Wake	6	1	2		9
Harnett	4		5		9	Warren			1		1
Haywood	1		1	65	67	Watauga	2		2		4
Henderson				2	2	Wayne	2		3		5
Iredell	3		2		5	Wilson	2	1			3
Jackson	1		1		2	Yancey			1		1
Johnston	2		1		3						
						Total	225	39	147	95	506

and West Virginia were as deplorable as in the other two states mentioned. The decrease in our enrollment from North Carolina and West Virginia alone in 1933 exceeds our total loss in enrollment for that summer.

In North Carolina the students for 1934, excluding those enrolled in the schools of medicine and nursing, were drawn from seventy-three counties, as distributed in Table IX. The students of 1933 were drawn from 72 counties with practically the same distribution. The counties not represented in 1933, but represented in 1932, were Bertie, Duplin, Gates, McDowell,

TABLE X—DISTRIBUTION OF PUBLIC SCHOOL TEACHERS BY STATES—1934 REGISTRATION

State	First Term			Second Term			Third Term			Grand Total 1934	Total 1933	Total 1932
	Men	Women	Total	Men	Women	Total	Men	Women	Total			
Alabama	3	16	19	1	3	4	5	10	15	38	14	12
Arkansas	1	1	2	2	....	2	2	....	2	6	....	1
Connecticut	....	....	....	....	....	....	....	....	....	....	....	1
Delaware	1	....	1	....	....	....	....	1	1	2	9	3
Florida	9	37	46	1	20	21	10	21	31	98	61	89
Georgia	23	64	87	3	17	20	9	16	25	132	100	95
Illinois	....	....	....	....	....	....	....	....	....	....	....	2
Indiana	....	1	1	....	....	....	....	1	1	2	2	....
Iowa	....	....	....	....	....	....	....	....	....	....	....	2
Kentucky	4	8	12	1	....	1	1	1	2	15	16	5
Louisiana	....	4	4	....	1	1	....	1	1	6	1	2
Maryland	3	4	7	1	18	19	3	9	12	38	24	52
Massachusetts	....	....	....	....	....	....	....	....	....	....	2	....
Mississippi	16	36	52	1	9	10	9	12	21	83	30	28
Missouri	....	1	1	....	5	5	....	....	....	6	3	2
New Jersey	1	1	2	1	1	2	3	2	5	9	4	5
New York	1	....	1	....	4	4	1	2	3	8	2	2
North Carolina	32	105	137	2	22	24	25	64	89	250	205	352
Ohio	3	6	9	....	1	1	2	....	2	12	10	5
Pennsylvania	71	74	145	17	28	45	33	30	63	253	247	194
South Carolina	18	25	43	4	17	21	16	20	36	100	60	73
Tennessee	8	28	36	1	6	7	3	7	10	53	27	20
Texas	4	10	14	....	....	....	1	4	5	19	15	8
Virginia	22	17	39	3	4	7	12	10	22	68	76	87
West Virginia	30	91	121	12	40	52	15	23	38	211	96	128
Total	250	529	779	50	196	246	150	234	384	1409	1004	1169
Teachers in Junaluska Summer School										77	....	....

Madison, Onslow, Perquimans, Randolph, and Yancey. Counties represented in 1933, but not in 1934, were Cabarrus, Caldwell, Lincoln, Pamlico, Pender, Swain, Tyrrell, Vance, and Wilkes. There was thus represented in the biennium 82 of the 100 counties of the State.

Table X shows the distribution of public school teachers by states, men and women, and gives the 1933 and 1932 totals for comparison. It will be observed that there was an increase of 405 in the registration of teachers. There were marked gains in teacher enrollment from Alabama, Georgia, Mississippi, South Carolina, Tennessee, and West Virginia. There was a gain of more than twenty per cent from North Carolina, but this did not compensate the loss of last summer as compared with 1932. Pennsylvania, North Carolina, and West Virginia accounted for more than half the total registration of teachers.

Table XI shows the number of students that were here the first term of summer school 1934 and had returned from previous summer schools. It also shows the total number of times such students had attended preceding summer schools. It will be observed that the 368 former students who were here the first term of 1934 had attended a total of 916 terms or an average of two and one-half terms prior to 1934. This is some indication as to how the attendance of preceding summer schools constitutes a nucleus for the enrollment for succeeding terms. It is noteworthy that Miss Jessie H. Bland, of Aurora, N. C., has attended fifteen terms of summer school, including terms attended at Oriental. Miss Sudie E. Barbee, of Durham, has attended fourteen terms. The only summer schools that we have ever operated that were not represented in 1934 first term registration were Junaluska 1925, Oriental 1927 first and second terms, Junaluska 1927, 1928, 1929, and 1930, and Junaluska School of Religion 1932 and 1933. Every term held in Durham since the first in 1919 contributed its quota to the first term of the 1934 school. The affiliated schools reach students the University would not otherwise reach, but it is a mistake to regard them in any way as being tributaries to the main summer school. They in no sense turn students toward the Duke

TABLE XI—DISTRIBUTION OF FORMER SUMMER SCHOOL STUDENTS RETURNING TO REGISTER IN 1934, FIRST TERM, SHOWING TERM OF FIRST REGISTRATION AND NUMBER OF TERMS RETURNED

	First Term Enrolled			*Number Returning from Each Preceding Term to 1934 I*		
	Men	*Women*	*Total*	*Men*	*Women*	*Total*
1919	..	2	2	..	2	2
1920	..	1	1	..	3	3
1921	..	7	7	..	9	9
1922	..	..	..	..	5	5
1923	..	..	..	..	3	3
1924 I	2	2	4	2	5	7
1924 II	..	1	1	2	5	7
1924 I Oriental	..	1	1	..	1	1
1925 I	1	4	5	1	7	8
1925 II	..	..	..	..	3	3
1925 I Oriental	..	..	..	..	1	1
1925 II Oriental	..	..	..	..	1	1
1926 I	..	3	3	1	8	9
1926 II	1	2	3	2	6	8
1926 I Oriental	..	..	..	..	1	1
1926 II Oriental	..	..	..	..	1	1
1926 Junaluska	..	..	..	..	..	..
1927 I	..	2	2	..	9	9
1927 II	..	1	1	..	8	8
1928 I	1	5	6	3	17	20
1928 II	1	..	1	2	6	8
1929 I	2	1	3	3	16	19
1929 II	3	..	3	5	5	10
1930 I	12	10	22	16	22	38
1930 II	1	3	4	8	12	20
1930 Junaluska Religion	..	..	..	..	1	1
1931 I	21	32	53	30	44	74
1931 II	6	4	10	23	20	43
1931 Junaluska	1	..	1	1	..	1
1932 I	41	43	84	71	82	153
1932 II	5	9	14	40	36	76
1932 I Junaluska	1	2	3	3	2	5
1933 I	72	48	120	126	106	232
1933 II	4	9	13	71	56	127
1933 Junaluska	1	..	1	2	..	2
1933 Junaluska Religion	..	..	..	..	1	1
Total	176	192	368	412	504	916

campus, as only a casual study of the summer school files will show. There are more Duke undergraduates who go to Junaluska than there are Junaluska students who ever come to the Duke campus.

In conclusion, it is interesting to point out that the entire enrollment of 1803 students for the summer of 1934, counting each student only once, although he may have registered for two terms, surpasses the total University enrollment (1,768) of graduate and undergraduate students for the academic year ending June, 1929. The summer school, therefore, reaches as many persons as the graduate and undergraduate colleges of five years ago.

Visiting instructors employed by the summer school have for the past two summers been unusually complimentary as to the calibre of students, particularly of graduate students, they teach here. Graduate students have been equally complimentary as to the character of courses and instruction they have obtained. Students and faculty alike have been most complimentary in regard to the following phases of the summer school work: The wholesome social life directed by Miss Wilson, the Social Director, the recreation program directed by Mr. Waite, and the superior food and service provided in the University Union under the management of Mr. Thompson. The volume of favorable comment as to these features is both remarkable and gratifying.

HOLLAND HOLTON, *Director.*

THE UNIVERSITY LIBRARIES

To the President of the University:

The report for the University Libraries, 1932-1934, is herewith submitted. The two years covered by this report are those of the severest period (let us hope) of the world economic depression. It was inevitable, therefore, that appropriations for Library expenditures should be curtailed and that the rate of growth of the Libraries should be considerably lessened. Nevertheless, budgets were never reduced beyond certain minimum requirements, and it is gratifying to be able to report that the periodical and serial subscription lists have been preserved intact, that no individuals have been dropped from the staff, and that additional acquisitions have continued to be made. Thus, though the Library has been restricted in its expansion by the financial exigencies of the period, it has nevertheless continued its basic development. The figures listed below indicate indeed a healthy growth. That this has been possible has been due not only to the University appropriations, but to the generosity of friends, to a few small endowments, and to the coöperation and assistance of other libraries.

The total amount expended for books, periodicals, and binding during the biennial period 1932-34 was $162,488, as compared with $413,109.39 for the previous two years.

Accessions also show a decline, being 82,187 as compared with 114,007 in 1930-32. However, this decline was due not so much to a reduction in the amount of material received as to an increase in the process of cataloguing, since it is now the practice to make duplicate sets of cards for all books added to and catalogued in the professional school and departmental libraries.

On the other hand, the number of manuscripts received show a large increase: 76,728 as compared with 15,000 in 1931-32.

The distribution of expenditures and accessions is as follows:

	Expenditures	*Accessions*	*Total Number of Volumes*
General Library	$110,902.63	59,807	295,785
Woman's College Library	17,325.48	6,601	18,710
Hospital Library	12,851.70	7,031	30,310
Law Library	21,408.19	8,748	41,645
	$162,488.00	82,187	386,450

The manuscripts received during the period bring the total in the Library to approximately 285,000.

THE GENERAL LIBRARY

Although the number of acquisitions to the General Library has been, as shown above, greatly reduced, the Library has received during the period covered by this report a number of items of outstanding interest and importance. A number of these call for special mention.

MANUSCRIPTS

1. Letters, 20 in number, from the correspondence of Sir Henry Lytton Bulwer, representative of the Court of St. James at Washington from 1849 to 1851.

2. Letters of William Michael Rossetti, 66 in number, to Mrs. Anne Gilchrist. The subject matter varies, including many references to the research carried on by both concerning William Blake, but the larger number of letters discussing Walt Whitman, whose cause these two literary persons took up with great avidity. When *Leaves of Grass* appeared, Rossetti wrote to Mrs. Gilchrist: "The glorious man, Whitman, will one day be known as one of the greatest sons of earth, a few steps below Shakespeare on the throne of immortality." The book being received with aversion, these two littérateurs concocted a plot to reverse the trend of public opinion. Later, during Whitman's misfortunes, suggestions were made for offering aid in financial form. The expressions of sympathy for him are frequent; illustrative is the following sentence: "I agree with you that (quoting Mrs. Gilchrist) 'When the world has incorporated Whitman's teaching into its life, the poetry and philosophy of

despair, ennui, etc., will dissolve into unreality': only I would substitute *if* for *when*."

A more remarkable collection of literary letters rarely appears.

3. Letters from Robert Bridges, Robert Southey, Henrik Ibsen, George Moore, Henry James, which form part of a gift of the Class of 1913. The gift is described later in this report.

4. A great number of letters and records, reflecting the history and culture of the South. These will be noted later in this report under the heading "George Washington Flowers Collection of Southern Americana" and "Correspondence of the Hon. F. M. Simmons."

5. A Greek lectionary manuscript of the Four Gospels, bound in heavy red silk, embroidered in silver needlework, and ornamented with silver plaques of the Resurrection. The handwriting betrays a late date, perhaps as late as the fifteenth century. Lectionaries are coming to be recognized as important sources for a knowledge of the types of texts of the Gospels current in different localities.

6. A commentary on the Gospels, written on vellum, which appears to come from France and is early thirteenth century. The writing is beautifully done in two columns, with space left for initials and rubics which were never completed. The opening leaves of the manuscript have been lost, and the author and date of the manuscript remain to be determined as a result of study.

This manuscript together with the above mentioned lectionary and the magnificent twelfth-century Greek New Testament —which is the prize of the School of Religion Library—form the nucleus for a collection of original New Testament manuscript materials which if continued will give distinction to the Library both here and abroad.

7. Mention should also be made of the addition of several facsimiles of New Testament manuscripts. The Library has secured in this form reproductions of the Edith Rockefeller McCormick Manuscript, the Chester Beatty Papyri, and the

Codex Vaticanus. In connection with the last name a special note of appreciation must be given. When this facsimile could not be found anywhere on the market, Monsignor Mercati of the Library of the Vatican was approached for advice as to possible sources where a copy could be procured. Not knowing of any copies available, he has generously loaned the Duke Library his personal copy until one can be purchased. This friendly interest on the part of the Librarian of one of the oldest libraries in Europe in behalf of one of the youngest University libraries is deeply appreciated.

These facsimiles are mentioned not only because of their value, but also to call attention to the possibility of utilizing this method of securing materials otherwise quite unobtainable. Photography is coming to the rescue of the newer libraries, and by facsimiles, photostats, and other such means it is now possible to secure reproductions of basic documents, the purchase of which in the original form is quite out of the question.

BOOKS

Academy Publications. In our last report note was made of the acquisition, to be extended over a period of years, of the publications of certain European academies. In the past two years we have rounded out the following: *Accademia Pontificia dei Nuovi Lincei* (95 vols.); *Accademia dei Lincei* (236 vols.); *Akademie der Wissenschaften* (Wien, 91 vols.). We have also added these new sets: *Academia de la Historia Boletin, de Madrid* (100 vols.); *Institut de France* (126 vols.); *K. Preussische Akademie der Wissenschaften* (Berlin, 119 vols.).

Early European Material. Also, we have been fortunate in acquiring a number of rare sets relating to medieval and early modern history. These are: *Acta Sanctorum* (69 vols., complete to date); *Nordenskiold, Facsimile Atlas of the Early History of Cartography with Reproductions of the Most Important Maps Printed in the Fifteenth and Sixteenth Centuries;* also Nordenskiold's *Periplus. An Essay on the Early History of Charts and Sailing Directions; Collection de Chroniques Belges Inédites* (140 vols.); *Compte rendus (Bulletin) des Séances de*

la Commission Royale de l'Histoire de Belgique (89 vols.); *Portugaliae Monumenta Historica a Saeculo VIII post Christum usque ad XV Jussu Academiae Scientiarum Olisoponensis Edita* (6 vols., all published to date); *Katona, Historia Critica Regum Hungariae* (43 vols.).

These sets correlate well with those previously acquired—the *Monumenta Historia Germaniae*, Migne's *Patrologia*, the *Chronicles and Memorials of Great Britain*, and certain minor collections—toward the making of a well-rounded library of medieval source material.

Foreign Documents. To our considerable holdings of Latin American documents we have added the following: *Sesiones del Congreso Nacional de la Republica de Chile* (260 vols.); *Coleccion de los Decretos y Ordenes Que Ha Expedido la Legislatura del Estado desde 1824 hasta 1928* (de Costa Rica, 68 vols.); *Juicio de Limites entre el Peru y Bolivia* (35 vols. in 33); *Memorias, Anales,* and other publications of the Peruvian Ministry of Finance (265 vols.); *Diario Official* (do Brazil, 113 vols.).

We have also secured the following sets or runs of European material: From France, *Lois et Actes du Gouvernment* (later) *Bulletin des Lois de la République Français*, 1789 to date (about 530 vols.); *Archives Parlementaires* (206 vols.); *Journal Officiel* (688 vols.); *Recueil Général Annoté des Lois, Décrets, Ordonnances* (de la Republique Francaise), 1789-1919 (100 vols.); also the *Orange Books* of the Netherlands, 1909-1921 (31 vols.); and the *Laws of Esthonia*, complete through 1929.

State Documents. It was indicated in the last report that the Library had embarked on an effort to acquire the documentary publications of each of the American states. Our inventory shows that during the past two years we have added 18,000 pieces, representing publications of every one of these United States. In this connection I wish to state that the task of assembling a comprehensive collection of American state documents is too great a challenge to the resources of any single library; it is a matter that demands joint effort on the part of various institutions, particularly those of a single state or a

group of states. So far there is no such collection in the Southeast, but it is seriously needed.

Railroad Corporation Reports. Under the heading "A New Venture" in our last annual report attention was called to our effort to collect documentary material of the American states. The past year we have undertaken another venture—to collect American transportation reports, particularly those concerning railroads. The result has been the acquisition of nearly 8,000 railroad corporation reports, representing practically all of the major trunk lines of the United States, dating mainly since 1900, though many go back as far as the middle of the nineteenth century. These together with a well-grounded collection of English, Indian, and South American railroad reports, form a nucleus around which we hope to assemble other reports of railroads in this country and abroad. We believe that this collection will prove very valuable since there is no large transportation library in the Southeastern States.

Forestry. We have been fortunate in adding to our forestry collection the library of the late Professor James W. Toumey, formerly of Yale University, consisting of 5,126 bound volumes and pamphlets, invaluable for its files of government reports and other forestry publications now out of print. For this gift we are indebted to Mrs. Toumey and to the intermediary services of Dean Graves of the Yale School of Forestry.

Because of the personal interest of Dr. C. F. Korstian, Professor of Forestry, the literature on this subject has grown rapidly in the past two years, approximately 6,000 items being assembled; and we find, with a deep sense of gratitude, that a majority of this material has come through gifts of those interested in seeing a Forestry School and a Forestry Library established in the University.

Religion. In addition to the two manuscripts and other manuscript facsimiles previously referred to, the following notable accessions have been made to the Library's collection of religious material:

1. The file of the *Corpus Scriptorum Ecclesiasticorum Latinorum* was brought almost to completion. This, together

with the Berlin corpus of the Greek Fathers and other collections, makes a good working library of patristic sources. There has also been received a set of the *Texte und Untersuchungen zur Geschichte des Altchristlichen Literatur.*

2. The following editions of the New Testament have also been acquired: the second of Erasmus (1519), the folio of Stephanus (1550), and the original *Textus Receptus* (Elzevir, 1624).

3. Relating to American religious thought and action are a file of the *Western Christian Advocate* since 1830, large additions to the Diocesan Records of the Protestant Episcopal Church, and a complete file of the *Andover Review.* Other religious materials relating to the region in which the University is located are mentioned under *Southern Americana* and *Manuscripts.*

Reference Materials. The question of reference work is perennial. The collections are never complete, for old paths of learning are constantly retraced and new vistas opened up, resulting in new bibliographies, guide books, catalogues, and cyclopedias. Consequently there is ever something missing in all reference rooms, however comprehensive they seem to be. In various ways we have been able to add to this class of works the following: Wurzbach, C. von, *Biographisches Lexikon des Kaiserthums Öésterreich;* Praet, J. B. B. van, *Catalogue des Livres Imprimés sur Vélin de la Bibliothèque du Roi (avec) Catalogue des Livres Imprimés Qui Se Trouvent dans les Bibliothèques Tant Publiques que Particulières;* Stammhammer, J., *Bibliographie des Socialismus und Communismus;* Roorbach, O. A., *Bibliotheca Americana 1820-1852;* Carteret, L., *Le Trésor du Bibliophile Romantique et Moderne 1801-1875;* Holzmann, M. and Bohatta, H., *Deutches Anonymenlexikon 1501-1926;* Retana, W. E., *Aparato Bibliográfico de la Historia General de Filipinas Deducido de la Colección Que Posee en Barcelona la Compañia de Tabacos;* Santiago Vela, G., *Ensayo de una Biblioteca Ibero-Americana de la Orden de San Augustin; Atlas Linguistique de la France;* and *Der Grosse Brockhaus* (15th edition).

The expansion of works of reference ultimately raises the question of space. However large a Reference Room, its shelves become full, leading to overflow into other rooms. At least, so it is with the General Library; our shelving has reached the saturation point, and the surplus of books must be placed in the general stacks.

PERIODICALS

In the matter of periodicals, some additions have been made to our list of current subscriptions, while others have dropped out owing to suspension of publication or amalgamation, so that our total remains very much the same. On the other hand, we have been fortunate in establishing forty new files as listed herewith, the sets being complete unless otherwise indicated by volume numbers: *Bibliophile Belge* (later) *Bulletin de Bibliophile Belge; Bibliotheca Belgica. Bibliographie Général des Pays-Bas; Boletin Historical. Organo de la Academia de la Historia de Cartagena de Indias; Revista do Instituto Archeologico e Geographico Pernambucano; Revista do Instituto Geographico e Historico da Bahia; Revista Argentina de Ciencias Politicas; Revista de Derecho, Historia y Letres de Buenos Aires; Revista de Legislação e de Jurisprudencia* (de Coimbra); *Revista de Ciencias Economicas* (de Buenos Aires); *Allgemeine Deutsche Bibliothek* (and) *Neue Allgemeine Deutsche Bibliothek; American Forestry Association* (25 vols.); *American Architects and Architectural Review* (50 vols.); *Electric Railway Journal* (30 vols.); *Engineering and Illustrated Weekly* (45 vols.); *Gas Journal* (50 vols.); *Index to Patents,* 1872 through 1911; *Printers Ink* (75 vols.); *Scientific American; Scientific American Supplement; Textile World* (23 vols.); *Boston Journal of Chemistry* (28 vols.); *Cassiers Magazine* (24 vols.); *Rassegna Italiana* (10 vols.); *Almanach de Lembrancas Luso-brasileiro* (and) *Novo Almanach de Lembrancas Luso-brasileiro* (52 vols.); *Almanach des Muses* (56 vols.); *Academia das Sciencias de Lisbon* (20 vols.); *Archives Néerlandaises des Sciences Exactes et Naturelles* (30 vols.); *Australian (Sydney) Museum Records* (12 vols.); *La Belgique Horticole* (20 vols.); *Bibliotheca de Classicos Portuguezes* (45 vols.); *Bulletino di Bib-*

liografia e di Storia delle Scienze, Mathematiche e Fisiche (12 vols.); *Indian Museum (Calcutta) Memoirs; Indian Museum (Calcutta) Records; Le Livre, Revue du Monde Litteraire* (10 years); *Le Naturaliste Canadien* (15 vols.); *O Instituto* (14 vols.); *O Instituto, Jornal Scientifico e Litterario* (14 vols.); *O Instituto, Revista Scientifica e Litteraria* (36 vols.); *Polybiblion. Revue Bibliographique Universelle* (51 vols.); *Sociedad Cientifica Antonio Alzate* (45 vols.).

The total number of current periodicals received by the Library by purchase, exchange, and gift is 2,267.

NEWSPAPERS

The number of bound volumes of newspapers accessioned during the period of this report is 930. Approximately half of these are contemporary papers and one half additions to the following files: the *Herald,* the *Tribune,* the *Wall Street Journal,* all of New York; the *Louisville Courier,* the *Boston Evening Transcript,* the *Minneapolis Journal,* the *Chicago Tribune,* the *London Times,* the *St. James Chronicle* (1778, 1781, 1784, 1786), and the *Boston Herald.*

In addition 30,016 copies of newspapers have been received, mainly Southern, representative of the press in the District of Columbia, Maryland, and nine other states.

These accessions bring the total of our newspaper collection in excess of 9,500 volumes.

THE GEORGE WASHINGTON FLOWERS COLLECTION OF SOUTHERN AMERICANA

A few years ago, upon the death of Colonel George Washington Flowers, long a Trustee of Trinity College, the members of his family established in the Library a collection in his memory. The chief contributors have been his sons, of whom, Mr. William W. Flowers, of New York City, should be mentioned especially. Included in these generous gifts are practically all the books, newspapers, and manuscripts pertaining to the South that have been mentioned in our Annual Reports. The quantity of material thus acquired is so large and diverse that the

George Washington Flowers Collection is the most distinctive feature of the General Library. The use thereof is not confined to members of the University community; each year an increasing number of visiting scholars consult its treasures. This will necessitate, some time in the future, the publication of a bibliographical analysis.

The actual statistics of acquisitions in this collection during the past two years are:

Manuscripts	76,561
Newspapers	31,016
Books, pamphlets, etc.	9,501
Total	116,078

When describing Southern Americana there is always a desire to mention a large number of items by name, because of their rarity and importance, a fact particularly true when dealing with manuscripts, but in this instance reference will only be made to the most important. Probably, the collection of greatest interest is that from Kentucky consisting of more than 800 letters from the correspondence of John J. Crittenden and his daughter, Mrs. Chapman Coleman, rich for A. L. s. of John Marshall, James Madison, James Barbour, Andrew Jackson, James Monroe, Levi Woodbury, William Henry Harrison, Winfield Scott, William L. Marcy, Edward Everett, Lewis Cass, Millard Fillmore, Thomas Jefferson, Henry Clay, Francis P. Blair, Daniel Webster, William H. Seward, James Buchanan, Thomas Hart Benton, Alexander H. Stephens, R. M. T. Hunter, Franklin Pierce, and Jefferson Davis.

Also of outstanding interest is the acquisition of the correspondence and business papers of Robert Carter, Councilor of Virginia, Master of Nomini Hall, a place made famous by the diary of the family tutor, Philip Vickers Fithian. The collection extends from 1762 to 1793 and consists of 3,135 letters and other pieces.

Among the other manuscripts the following stand out preeminently:

1. The ledgers and the corporation minute book of the Bank of Cape Fear (North Carolina), 71 volumes.

2. Twenty-nine miscellaneous business ledgers and 32 volumes of North Carolina cotton mill records, the principal run being the Minutes of the Can Creek Mill, 1837-1857.

3. From Georgia has come the letters, books, and other correspondence of Alfred Cumming, sometime Governor of the Territory of Utah, the correspondence extending from 1792 to 1865.

4. Letters and papers of Governor James McDowell of Virginia and members of his family, covering the years 1767 to 1888, 750 pieces.

5. The correspondence of Phineas Messenger Savery, a Northern man living in Missouri, who entered the Confederate Army and served throughout the War.

6. Seven letters of Robert E. Lee, two of Stonewall Jackson, one of J. E. B. Stuart, one of Jubal Early, and one of N. B. Forrest.

7. Vicksburg ordinance papers, 500 in number, preserved by Marshall McDonald, relating to the defense of the Mississippi.

8. One hundred and four letters of Captain J. M. Kell of Georgia, who was engaged in privateering and was on the Alabama when it was sunk. These letters of Captain Kell have an unusual value, as one of them describes the sinking of the Alabama.

9. The correspondence of Armistead Burt, nephew of Calhoun and one-time Congressman. This collection is very important, for it contains letters hitherto unpublished of such notable characters as John C. Calhoun, George McDuffie, Thomas G. Clemson, F. W. Pickens, William G. Simms, and many others.

10. Nine letters of Joel Chandler Harris, written between 1870 and 1908, intimate and revealing letters to a lifelong friend.

11. The correspondence of Appleton Oaksmith. Oaksmith was a New Yorker engaged in filibustering enterprises with William Walker, slave smuggling, and Tammany politics. After

the War he removed to North Carolina and became a Republican politician.

In addition to the foregoing, many other large and interesting collections have been added, not to mention fortuitous additions to previous collections, but space will not permit further enumeration.

The 31,016 newspapers added have come from nine of the Southern states, Virginia, North Carolina, South Carolina, Georgia, Tennessee, Mississippi, Alabama, Louisiana, and Kentucky, and represent almost six hundred different titles.

Many of these are Confederate issues, while still others are so rare as to be not only the only copies known, but probably the only copies of that particular title in any American library.

The Confederate titles include the *Huntsville Democrat* and the *Montgomery Weekly Mail* from Alabama; the Augusta *Constitutionalist, Daily Chronicle and Sentinel*, the Sandersville *Central Georgia*, and the *Weekly Savannah Republican* from Georgia; the Baton Rouge *Daily Advocate* from Louisiana; the Charlotte *Tri-Weekly Bulletin*, the *Fayetteville Observer*, the *Daily Confederate* of Raleigh, the *Semi-Weekly Raleigh Register, Southern Field and Fireside*, and the *Daily Progress* from North Carolina; the Camden *Daily Bulletin*, the *Charleston Daily Courier*, the *Charleston Mercury*, the *Columbia Phoenix*, the *Daily South Carolinian*, and the *Southern Guardian* from South Carolina; the *Clarendon Banner* from Manning, South Carolina; the *Yorkville Enquirer* from Yorkville, South Carolina; the Knoxville *Daily Southern Chronicle* and *Memphis Daily Appeal* from Tennessee; and the Charlottesville *Review*, the Harrisonburg *Rockingham Register and Virginia Advertiser*, the *Lexington Observer and Reporter*, the Petersburg *Army and Navy Journal* and *Daily Express;* the Richmond *Daily Dispatch*, the *Enquirer*, the *Magnolia Weekly*, the *Daily Whig*, the *Sentinel*, the *Soldier's Visitor*, and the *Southern Illustrated News* from Virginia.

In addition, the library has received copies of such rare papers as the *Universalist Herald*, Notasulga, Alabama; the *South Western News* of Americus, Georgia; the *Enquirer* of

Columbus, Georgia; while from Kentucky comes the *Covington Journal* and *True Kentuckian.*

Finally, copies of the following titles have been added to the Library's already extensive collection of North Carolina newspapers. The *North Carolina Standard,* the *North Carolina Star,* the *Raleigh Register* and *Raleigh Times,* the *Old North State* of Salisbury, the *Daily Herald* of Wilmington, the *Henderson Tribune,* and the *Fayetteville Observer,* the *Mecklenburg Jeffersonian,* the *Miners' and Farmers' Journal,* the *Charlotte Journal,* and the *North Carolina Whig*—all published in Charlotte before 1860. Especially valuable is an almost complete file of the *Little Ad,* published in Greensboro in 1860, advocating the taxing of slaves on a parity with real estate.

Most of the 9,501 book and pamphlet acquisitions have come from South Carolina and include, among the more important, Seward's *Voyage from Savannah to Philadelphia and Philadelphia to New York* (1742), a complete set of the *South Carolina Dispensary Investigations,* Mark Catesby's *Natural History of Carolina and Florida* (1754) and the same author's *Hortus;* Dr. Chalmer's *Climate and Diseases of South Carolina* (1775), Holbrook's *North American Herpetology* and *Icthology of South Carolina,* Elliott's *Botany of South Carolina and Georgia,* Squibb's *Gardeners' Calendar* (Charleston, 1787) and the publications of the Elliott Society of Natural History (Charleston).

From other Southern states have come Brackinridge's *View of Louisiana,* Beverley's *History of Virginia,* DuPratz's *History of Louisiana, The Belair Stud, Sally Cary, A Frenchman in Virginia, The Roanoke Stud,* and *The St. John's Island Stud.* These last five titles are among the twelve published by Mr. Harrison of Virginia for his friends and are excessively rare. Lastly is the *Kups of Kauphy* published by F. J. Robinson of Lexington, Georgia, in 1856. This is a book of humor after the style of *Georgia Scenes* and is believed to be the only copy extant.

In the field of religion a very large quantity of material has been acquired relating to the Primitive and Free Will Baptist Churches including more than 1,500 minutes of the Associa-

tions of these denominations, of which about 400 are the Minutes of Negro Baptist Associations.

In closing this part of the report dealing with the region in which the University is located, it should be added that many periodicals and state documents have been secured.

GIFT OF THE CORRESPONDENCE OF SENATOR F. M. SIMMONS

The Honorable F. M. Simmons, long a friend of Trinity College and the University, has continued his benefactions to us by presenting the Library with his correspondence ranging from 1920 to 1929. This correspondence is not only valuable as Southern Americana, but is also of interest from a national standpoint. Senator Simmons was a leader of Southern political forces in Washington for many years and also chairman of the important Finance Committee of the Senate. As such, his correspondence constitutes important source material for the economic history of the country, particularly in connection with problems of taxation and tariffs. This collection comprises about 40,000 pieces and is rich in important autographs. It is a noteworthy gift, and it is hoped that Senator Simmons's example in this respect will be emulated by other leaders of this section.

CHINESE AND FAR EASTERN COLLECTION

A few years ago a gentleman engaged in the tobacco business visited Durham and drove out to Trinity College. He was not an alumnus, but he left with the Library a copy of Hensman's *Life of Cecil Rhodes.* Shortly after he returned to China, but within a few years there began to trickle into the Trinity College Library a stream of books relating to China and the Far East—a process that still continues. This benefactor is Mr. James A. Thomas, now of White Plains, New York, and the volumes in the James A. Thomas Collection now approximate 1,000. During the past year he has begun to add to the collection those volumes listed by the A. C. L. S. *Union List of Selected Western Books on China,* which have not been gathered in the past; among the works so added are Cordier, *Histoire Général de la Chine et de Ses Relations avec les Pays*

Étranger depuis le Temps le Plus Ancien jusqu'a la Chute de la Dynastie Mandchoue; De Groot, *Chinesische Urkunden zür Geschichte Asiens* and *Les Fêtes Annuellement Célébrées a Emoui;* and Weiger, *Taoîsme.* Mr. Thomas has also presented Osvald Siren's *History of Early Chinese Painting* and Hsiang Yuan-Pien's *Noted Porcelains of Successive Dynasties,* revised and annotated by Kuo Pai-Ch'ang and John C. Ferguson.

Nothing succeeds like success, and with the growth of the Thomas Collection we find that books on China and the Far East drift into the Library from other sources. Among those so received during the past year are some notable titles relating to Chinese Art: *The Catalogue of the George Eumorfopoulos Collection,* being the first three volumes relating to Chinese, Korean (etc.), Pottery and Porcelain, by R. L. Hobson; Siren, *The Walls and Gates of Peking;* Hayashi, *Objets d'Art du Japon et de la Chine;* Hackmack, *Chinese Carpets and Rugs;* Sarre and Trenkwald, *Old Oriental Carpets* (2 vols.); Ernst, *Ceramique Orientale* and *Broderies Chinoises;* Jones, *Examples of Chinese Ornament;* Andrews, *Ancient Chinese Figured Silks;* and Guerinet, *Tapis de la Chine—Soieries et Velours Orientaux.*

Because of his continuous interest, Mr. Thomas, like Mr. Flowers, is an ideal benefactor. Given a dozen such persons, any institution will rapidly expand its collections. It is also remarkable for the Library to have such a large collection on a subject which is only indirectly concerned with any department of instruction in the University.

GIFT OF CLASS OF 1913

One of the most outstanding events of 1932-34 from the standpoint of the Library was the presentation to the Library of a really magnificent collection of English literary treasures by the Class of 1913. This gift was in no small measure due to the interest and efforts of the class president, Dr. N. I. White, Professor of English at Duke University.

Totaling nearly 170 items the collection comprises books, pamphlets, manuscripts, and autograph letters from which it

would be difficult to single out any item or group of items more noteworthy than another. However, one can illustrate the richness of the collection, even if space forbids a full description. The material on Byron, for example, consists of between sixty and seventy items either by or relating to this author and his works. Most noteworthy of all these are copies of the first eleven editions of Cantos I and II of *Childe Harold,* including the very rare first quarto edition, together with editions of equal interest of subsequent cantos. The value scholastically of such a well-rounded collection of one author's work as this cannot be too highly emphasized.

Another assemblage of one author's works that may well be likened to the above, though not intrinsically as valuable, is that of John Dryden, who is represented by twenty separate plays, every one having been printed before the eighteenth century and two of them first editions. Other authors whose printed works are represented in this collection include such illustrious names as Bridges, the two Brownings, Coleridge, Defoe, de la Mare, Kipling, Marvel, Scott, Shirley, Smart, Swift, Swinburne, and Tennyson.

Finally comes the manuscript material, consisting of (a) a four-page holograph manuscript of a cancelled passage of George Borrow's *The Romany Rye;* (b) a proof copy, together with the original manuscript, of Austin Dobson's *A Poem to the King;* (c) four long letters from Robert Southey, three of them addressed to his friend John May and concerned for the most part with news about Southey's writings; (d) six letters from Robert Bridges, the late poet laureate, in which he intimated his plans or wishes regarding the publication of some of his poems. These letters together with those that follow are not only of interest in themselves, but also will prove of value to those interested in their recipient, Sir Edmund Gosse; (e) six letters from Henrik Ibsen, including the first he ever addressed to Gosse. Three of these have already been published, and the remaining three are to be translated and edited by Dr. A. R. Anderson of the Latin Department; (f) a collection of unpublished letters from George Moore, totaling over

140 pages; and (g) a similar collection from Henry James, consisting of about 300 pages.

GIFTS AND EXCHANGES

No University Library can reach full growth through acquisitions by University funds alone. This is well demonstrated by our experience of the past two years. We have received from benefactors and by exchange 233,106 items—books, pamphlets, newspapers, and manuscripts; and the monetary contributions reached $31,162.39.

The list of donors and their good works is too extensive to enumerate in detail. The outstanding gifts of the year have been described in the preceding sections, namely, the gifts of the donors of the George W. Flowers Collection for large additions to the collection of Southern Americana, those of Mr. James A. Thomas of books of China and the Far East, and the gift of the Class of 1913. Special recognition must also be given the following:

Mr. P. Huber Hanes of Winston-Salem for aid in acquiring materials relating to French civilization; Mr. A. C. Howell of New York, for a subscription to *The Colophon;* Mrs. Henry Walters of New York and Mrs. George B. Elliott of Wilmington, North Carolina, for the contribution of several hundred Federal documents from the library of the later Wharton J. Green, sometime Congressman from North Carolina; the honorable F. M. Simmons for the presentation of his political correspondence since 1920; Mrs. W. J. H. Cotton for the economics library of her husband, late Professor of Economics in Duke University; the late Reverend Harry M. North, class of 1899, long a trustee of the institution, who died some months ago, for his library, acquired through his will; the Baker Library of Harvard University for many volumes, including newspapers and railroad reports; Benjamin Muse, of Montevideo, for a file of *La Revue de l'Amerique Latine;* Sir Josiah Stamp for a set of his treatises on Economics and Politics (15 vols.) and long files of the English railroad reports; the Government of Italy for the Collected works of Italian Statesmen of

the Risorgimento Period and certain public documents; Miss Sybil Hyatt of Kinston, North Carolina, for periodicals; Mr. A. H. Sands of New York, for files of finance reports of various tobacco corporations; Mrs. James W. Toumey, of New Haven, for a forestry collection; the John Rylands Library of Manchester, England, for copies of their recent publications; the Dartmouth College Library for a large number of serial and documentary publications; Northwestern University Library for a large shipment of religious papers; and the South Australian Government for making Duke University Library a depository for all their official publications.

Our exchange relations have been gratifying and suggest the text, "Bricks without straw." During these days of depression many libraries are listing their duplicates and exchanging with other institutions to the advantage of all. Nothing could be more profitable. In our case we have received by exchange approximately 80,000 volumes. Exchanges are particularly satisfactory when they are intersectional in character, as bringing to Duke from the North and West material that can scarcely be found in Southern States, and sending to those regions duplicate Southern items or other items which certain libraries do not possess. The possibilities of expansion through exchanges are apparently without limit, and the movement deserves consideration and encouragement by all.

THE WOMAN'S COLLEGE LIBRARY

The process of establishing a library for the undergraduate instruction of the Woman's College goes steadily forward. During the past two years the accessions have been 6,601 bringing the total number of volumes to 18,710. The subscription list also shows a gain, making the total number of periodicals and serials received well in excess of 250.

Perhaps the greatest single distinction of the Woman's College Library is the collection of materials for the study of the Fine Arts, which is housed there in connection with courses in the history and appreciation of art in the Woman's College. Among the acquisitions for this special collection mention should

be made of a large number of volumes (232) and over 2,000 mounted prints and photographs in the realm of art, acquired through the generosity of the Carnegie Corporation. The fields covered are Far Eastern and Ancient Art and that of Modern Europe (English, Italian, French, Spanish, Dutch, Flemish, and German), including such specialties as ceramics, textiles, ornament, landscape design, and crafts. A better concept of the whole may be conveyed by mention of the following authors and titles: Berenson, *Italian Painters of the Renaissance;* Binyon, *Flight of the Dragon;* Boehn, *Die Mode;* Bossert, *Ornament in Applied Art;* Bryan, *Dictionary of Painters, Engravers (etc.);* Cheney, *Stage Decoration;* Clouzat, *Histoire de la Manufacture de la Toile Imprimée au 18th Siècle;* Coomaraswamy, *History of Indian Art;* Faure, *History of Art;* Fleming, *Encyclopaedia of Textiles;* Furst, *Modern Woodcut;* Gauguin, *Noa Noa;* Geunell, *Etchers and Etching;* Gobineau, *Renaissance;* Geurinet, *Indiennes;* Perses, *Toiles de Jouy et de Genes;* Hanover, *History of Ceramics;* Kimball, *History of Architecture (and other works);* Mareschal, *La Faience Populaire au XVIII Siècle;* Maspero, *Egypt;* Mier-Graefe, *Spanish Journey;* Platz, *Baukunst der Neuesten Zeit;* Pollard, *Early Illustrated Books;* Tilke, *Oriental Costumes;* von Lessing, *Die Gewebe-Sammlung des K. Kunstgewerbe-museums;* and Weitenkampf, *American Graphic Art.*

From time to time in the Gallery of the Library are held art exhibitions that attract considerable attention due to the wide variety as well as the renown of the artists.

A problem of congestion is arising. Additional reading space has had to be found during the past year, and the location of the art collection will have to be solved in the near future, because, with the increased enrollment in the Woman's College, the present space for reading and reference is insufficient to meet the demands of students.

THE LAW LIBRARY

The addition of 8,748 volumes during the past two years has brought the legal collection to a total of 41,645 volumes.

The Law Library now contains a substantial proportion of the basic material for the study of Anglo-American law, a small but well-selected collection of continental European legal material and a number of valuable Latin American sets acquired in conjunction with and supplementary to the strong Latin American historical collection housed in the General Library. Nearly 10,000 pamphlets and unbound pieces, containing valuable additional information, supplement the bound material in almost every field. These include (a) much valuable current information, (b) reference material not found in books, (c) reports of outstanding trials, and (d) early pamphlets of great value for research along many lines.

Distinctive progress has been made in establishing the legal biographical collection, the count now showing 381 volumes of individual biographies and over fifty sets of collected biographies; also several hundred pamphlet items of a biographical nature as well as over 1,900 files of letters, manuscripts, and clippings relating to leading lawyers and jurists.

Progress of a substantial character has also been made in strengthening the sets of American statutory law, in augmenting the files of legal periodicals and in adding to the collection of reports and decisions of American courts and administrative tribunals.

It is of special interest to note that the friends of the Law Library, located in all parts of the country, have together contributed 602 bound volumes and 1,500 unbound pieces during the past two years. Many of the gifts have been of great interest and include personally inscribed biographies and autobiographies, briefs in outstanding cases, copies of addresses and books on numerous legal subjects. It is a matter of regret that space does not permit mentioning all the names, but particular reference must be made of the following:

The Honorable W. B. Rodman presented a noteworthy list of books from his library, and Miss Jane Elizabeth Newton gave four volumes of Reports of the Commissioner of Patents of the Confederate States of America (bearing a rubber stamp mark

to indicate they had once been included in the "Rebel Archives"!).

Undoubtedly, the most interesting gift was the presentation by Mr. John Stokes Adams of Philadelphia of the law library of Daniel Moorean Barringer, prominent North Carolinian of ante-bellum days. It consists of some 150 volumes illustrative of the equipment of an old-time barrister. Each volume contains Mr. Barringer's signature, and many signatures of previous owners.

Other outstanding donors include Thomas H. Calvert, Leslie Craven, Henry L. Everett, Moses H. Grossman, William S. Jenny, Charles Kassel, Frank J. Loesch, Henry M. London, Lee S. Overman, William H. Sawyer, R. L. Smith, and James A. Thomas.

In summary it may fairly be said that the development of the past two fiscal years has seen the creation of a basic legal collection (short some extremely important out of print material which should be procured as rapidly as funds become available) and attention can now in part be turned to the acquisition of material such as will make it possible to carry on studies in a number of special fields in which the faculty and others are particularly interested. The needs of the immediate future are fairly well defined, but limitations as to staff and funds for purchases make progress slow.

THE HOSPITAL LIBRARY

Much has happened to make this Library outstanding during the past two years. Its accessions have been moderate but encouraging, numbering 7,031. A reduction has had to be be made in the number of current journals received so that the total now stands at 283. As far as back files of journals are concerned, complete or almost complete files have been added as follows, while still others have been brought to completion: *British Journal of Dermatology; Wiener Archiv für Innere Medizin; Annales de Dermatologie; Beiträge zur Pathologischen Anatomie, Supplement; Kinderärztliche Praxis; Jahresbericht Tuberkuloseforschung; Zeitschrift für die Ge-*

samte Experimentelle Medizin; and the *Journal of the Royal Army Medical Corps.*

Note should be made that the cataloguing of 8,000 volumes received two years ago from the Georgia Medical Society has now been completed.

Each year the Library is indebted to various people for their generous gifts, but the past two years have witnessed donations of an unusually interesting and valuable character. In the realm of books Drs. R. M. Calder and W. C. Davison contributed many, including: Leclerc, *Biographie Médicale* (1855); Cadogan, *Essay upon Nursing and the Management of Children from Birth to Three Years Old* (1769); Osler, *Evolution of Modern Medicine* (1921); Hippocrates, *Aphrosimi* (1699); Cockburn, *An Exact Inquiry into, and Cure of the Acute Diseases of Infants.* Mrs. C. D. Benboro, Jr., of Greensboro, has loaned to the Library some 600 volumes, the property of the late Dr. J. W. Long. With the aid of these volumes it became possible to complete several files of journals already in the Library. Others provide the Library with duplicate sets of some of the most heavily used files.

The principal gifts, however, were not in the realm of books, but connected with the building itself. Additional space became necessary, and at this time Dr. F. M. Hanes of the Medical School exerted great efforts to the end that the reading-room should be made as conducive to comfortable study as possible.

As a consequence, during the week of Commencement, Dr. W. P. Few formally opened the new room. This had been made possible in the first instance through a grant from the Duke Foundation, but the pewter and brass lighting fixtures were donated by Mrs. J. W. Hanes of Winston-Salem, the maple furniture by Mr. J. Raymond Smith of Mt. Airy, and the 170 English and American prints by Mr. Thurmond G. Chatham of Winston-Salem. To the Mengel Company of Louisville for aid in securing the flexwood walls is also extended the thanks of the Library.

JOINT CATALOGUE WITH THE LIBRARY OF THE UNIVERSITY OF NORTH CAROLINA

It is a very striking fact that the two largest libraries of the Southeastern states are located within eight miles of each other. It is evident that these two institutions have a very great opportunity to correlate their development and to avoid duplication of rare and expensive materials. In this way it will be possible to create through the combined resources of the two institutions a library center which will be comparable to the great collections of the North and East.

There are many difficulties in connection with such a program, however, the initial one being that no such correlations can be worked out unless each library has a complete catalogue of the contents of the other. This involves the reproduction by one means or another of several hundred thousand author cards, a task impossible for the staff of either institution. To solve this problem the General Education Board of New York generously provided a sum of $12,500. A contract has been made with the Remington Rand Corporation to reproduce the author cards of the two catalogues by means of a photographic process. This work will be done during the month of August when it will cause least disturbance to the work of the two libraries.

The importance of this gift cannot be overestimated. It means that each institution will have available complete knowledge of the resources of the other. Many volumes formerly sought in libraries at a distance will now be discovered to be practically at our door. Even more important than this is the fact that the two libraries will be enabled to plan their growth so as to supplement rather than to duplicate each other. The opportunity that thus opens up for the future is one that excites the imagination. Our gratitude to the General Education Board is commensurate with the significance of the gift.

ACTIVITIES AND PUBLICATIONS OF STAFF MEMBERS

While the first duty of all members of the Library Staff is to care for and make available to the University community

and public the books and manuscripts in the Library, it is a pleasure to report that individual members of the staff have also made contributions to social and scholarly progress in addition to their regular duty. Mrs. Lillian B. Griggs has during the past year been President of the Southeastern Library Association and has coöperated with the American Library Association and other bodies in stimulating a program of public library development and planning. Mr. Roalfe of the Law Library is first Vice-President of the American Association of Law Libraries. Dr. Rivera has published three articles on Francisco de Paula Santander, the liberator and first constitutional president of Colombia, in the *Boletin de Historia y Antigüedades.*

Mr. Morrell has written a number of articles for *The Alumni Register* on rare materials of the Library and also several articles in *Stone's Impressions* of Roanoke, Virginia. The latter also arranged an exhibit in the Library of manuscripts and rare volumes by and concerning Coleridge.

Two issues of the *Checklist of United States Newspapers and Weeklies* compiled by Mary Wescott and Allene Ramage of the General Library Staff have appeared during the period covered by this report. This checklist, which is arranged alphabetically by states and universities, has completed the newspapers of Michigan, and the next issue will be devoted to North Carolina.

Two publications by faculty members deal with materials in the University Library. The letters referred to on page 180 formed the principal part of *Letters of William Michael Rossetti,* edited by Professors Paull F. Baum and Clarence L. Gohdes and published by the Duke University Press, 1934. Dr. A. K. Manchester of the Department of History has compiled a bibliography of works in the Library relating to Brazil, and the list has been published by the *Hispanic American Historical Review.*[1] It notes 28 titles (51 vols.) of bibliographical guides to historical materials, 133 titles (365 vols.) of books published prior to 1822, and 298 titles (1,258 vols.) since that date, thus making a total of 459 titles (1,674 vols.). The col-

[1] "A Descriptive Bibliography of the Brazilian Section of the Duke University Library," *Hispanic American Historical Review* (March-November, 1933).

lection is wide in scope, including general histories and historical monographs, and documentary and serial publications. There are in the Library, not listed by Dr. Manchester, approximately 100 volumes of Brazilian literature, old and modern—plays, poetry, novels, and essays. It should be added that since his manuscript went to press, several hundred additional Brazilian volumes have been received.

CIRCULATION STATISTICS

The use of the books of the Library is constantly increasing. During the past two years the records of the Circulation Division show 458,385 withdrawals from the General Library, as compared with 400,091 for the previous biennial period. This is an increase of fifteen per cent. The combined student enrollment, however, for these two years shows a slight decrease over the enrollment for the preceding two years. This means that the use of the Library is steadily on an increase. This is a cause of congratulation, for the Library is not so much interested in the acquisition of books as in their use. The fact, however, when taken in connection with the anticipated increase in the number of students for the ensuing academic year, will mean an increased burden on the staff and the possible necessity of its expansion.

THE RESIGNATION OF DR. BOYD

Shortly after the close of the biennial period reviewed in this report, took place an event which will be learned with regret by many friends of the Library who have watched with pride its growth in recent years. Dr. W. K. Boyd, the Director of Libraries since July 1, 1930, after a half year's leave of absence for research work in the field of Southern History, decided to resign the detailed administration of the Library and to give his time more completely to teaching and writing. Dr. Boyd's outstanding contributions to the Library scarcely need to be emphasized in this report. He was a member of the Library Committee in the old days of Trinity College. He was chairman of the first Library Council. For four years he was Director of Libraries. He was responsible for beginning the

newspaper collection of the Library now containing nearly 10,000 volumes and the manuscript collection which has close to 300,000 items. He has directed personally the development of the Southern Americana collection which is the Library's chief distinction. When he became Director in 1930 there was a total of almost 200,000 volumes in the various libraries of the University. When he resigned the total on record was 386,450 volumes, but a sufficient quantity of unaccessioned material was in the Library to bring the total to more than 400,000 volumes. It is correct to say, then, that Dr. Boyd was able to see the number of volumes doubled under his direction. Happily, I am able to add that Dr. Boyd will still be related to the Library, since he has consented to continue the direction of the Southern Americana collection.

The Library takes this opportunity to acknowledge the great debt of gratitude which it owes to him, and the present Director, who has already begun to feel the burden of the many problems pressing upon a library expanding as rapidly as ours, congratulates Dr. Boyd upon the additional leisure for research and writing which his decision will afford, but warns him that we will eagerly seek his counsel and advice on many a difficult problem.

B. HARVIE BRANSCOMB, *Director of Libraries.*

Librarians:

JOSEPH P. BREEDLOVE, *General Library*
LILLIAN B. GRIGGS, *Woman's College Library*
WILLIAM R. ROALFE, *Law Library*
JUDITH FARRAR, *Hospital Library*

APPENDIX

LIBRARY STATISTICS
July 1, 1932-June 30, 1934

A. TOTALS

Books:

Volumes accessioned (1932-1934)	82,187
Total number of volumes accessioned	386,450
Total volumes catalogued (1932-1934)	97,177
Titles in foreign languages catalogued (1932-1934)	22,646
Catalogue Cards made and filed (1932-1934)	343,615

Expenditures:

Books, periodicals, and binding	$162,488.00
Salaries	181,003.59
Supplies, office expense, communication, express, freight, traveling expenses, and furniture	19,296.53
Total Expenditures	$362,788.12

The Staff:

Staff members (full time)	52	
Staff members (part time)	62	
	—	114

B. BY LIBRARIES

General Library	*Full Time*	*Part Time*	*Total*
Librarian	1	..	1
Secretary	1	..	1
Cataloguing Division	14	8	22
Circulation Division	9	29	38
Manuscript Department	2	..	2
Newspaper Department	1	1	2
Acquisition Division	7	1	8
Periodical Department	2	1	3
Totals	37	40	77
Hospital Library			
Librarian	1	..	1
Secretary	1	..	1
Circulation	..	1	1
Totals	2	1	3
Law Library			
Librarian	1	..	1
Secretary	1	1	2
Cataloguing Department	2	2	4
Reference and Circulation	1	6	7
Special work	..	1	1
Totals	5	10	15
Woman's College Library			
Librarian	1	..	1
Cataloguing Department	3	2	5
Circulation Department	2	4	6
Order Department	1	..	1
Periodical and Reference Department	1	5	6
Totals	8	11	19

THE DUKE UNIVERSITY PRESS

To the President of the University:

During the academic years 1932-33 and 1933-34 the Duke University Press issued, or placed in process of publication, several volumes of a scholarly type, despite the fact that funds available for such purposes were limited by the necessities of the general economic situation. These bring the total number of books undertaken by the Press since its inception to 56.

The books and monographs published by the Press in the years 1932, 1933, and 1934 follow:

LUNDHOLM, H.: Psychological Monograph Number Two, "Schizophrenia."

HILL, L. F.: *Diplomatic Relations between the United States and Brazil.*

ELLWOOD, C. A.: *Methods in Sociology—A Critical Study.*

HYDER, C. K.: *Swinburne's Literary Career and Fame.*

LUNDHOLM, H.: Psychological Monograph Number Three, "Conation and Our Conscious Life—Prolegomena to a Doctrine of Urge Psychology."

GOHDES, C., and BAUM, P. F., editors; *Letters of William Michael Rossetti, Concerning Whitman, Blake, and Shelley,* to Anne Gilchrist and her son Herbert Gilchrist with an Appendix containing a letter to President Cleveland and an uncollected Whitman Circular.

Legislation in North Carolina (a legislative handbook prepared by the Department of Legislative Research and Drafting, School of Law, Duke University).

BLOMQUIST, H. L.: *The Ferns of North Carolina.*

In addition to the above, two books were issued by the authors with the coöperation of the Press, as follows:

CALDER, R. M.: *Essentials of Hospital Practice.*

DAVISON, W. C.: *The Compleat Pediatrician.*

Although the publication of books was curtailed during the years covered by the report for the reason stated above, the eight journals and monograph publications in various fields of scholarship issued by the Press were continued without interruption. As a matter of fact, the scope of influence of these publications has been extended during this period.

The South Atlantic Quarterly closed its thirty-second volume during the academic year 1933-34, making this the oldest publication of its type in the South, with one exception. The youngest of the publications of the Duke Press, *Character and Personality*, is now in its third year. This periodical is truly international in its scope and spirit, being published simultaneously in England, Germany, and America. It is already filling a place of real importance in the field of psychological study. *American Literature* is published quarterly by the University Press with the coöperation of the American Literature group of the Modern Language Association of America and has continued to make progress as a journal of literary history, criticism, and bibliography. *The Hispanic American Historical Review* has for its purpose the study of Latin American history in order to foster understanding among the peoples of the Western hemisphere, and there is continued evidence of its success in fulfilling this mission. *The Trinity College Historical Papers,* dealing primarily with Southern History, are issued from time to time by the Press and have served to stimulate interest in this field.

Three groups of monographs are published by the Press. *Ecological Monographs* is now in its fourth year. It is the official publication of the Ecological Society of America and is recognized as an increasingly useful publication. The third of a series of *Duke University Psychological Monographs* was published during 1933-34. The third series of monographs is *The Duke University Research Studies in Education.* Number 1 has already been published, this being the monograph of Professor William A. Brownell, assisted by Lorena B. Stretch, the subject being *The Effect of Unfamiliar Settings on Problem-Solving.*

The matter of publishing a quarterly journal in the field of mathematics has been in contemplation for some time, and plans have now been perfected to that end. The first issue of the *Duke Mathematical Journal,* published by the Press with the coöperation of members of the American Mathematical Society, will appear at an early date. The editorial board will be as fol-

lows: A. B. Coble, of the University of Illinois, and D. V. Widder, of Harvard University, editors; J. M. Thomas, of the Department of Mathematics of Duke University, managing editor; H. E. Bray, of Rice Institute; L. W. Cohen, of the University of Kentucky, L. R. Ford, of Rice Institute. J. J. Gergen, of the University of Rochester; R. E. Langer, of the University of Wisconsin; C. C. MacDuffee, of Ohio State University; J. A. Shohat, of the University of Pennsylvania; G. T. Whyburn, of the University of Virginia, associate editors.

This statement made in the 1931-32 report is again applicable to 1932-33 and 1933-34: "The fact that it was found possible to continue the publication of the various Duke University periodicals during the year without serious interruption was particularly fortunate because during 'lean years' of book publication such thoughtful journals naturally provide one of the principal outlets for work of a scholarly nature." It is hoped that the number of periodicals issued can be increased as the need arises and as funds are made available from the usual University sources or from gifts of outside friends interested in the promotion of genuine scholarship.

The constant effort is being made to coördinate as effectively as possible the various activities of the Press, which are under the general direction of an Editorial Board and a Board of Management. Dr. J. Fred Rippy is editor; Dr. R. O. Rivera, executive secretary, and Mr. D. K. Jackson, assistant to the editor.

HENRY R. DWIRE, *Director.*

REPORT OF THE COMMITTEE ON RESEARCH

To the President of the University:

The report of your Committee on Research for the period beginning January 1, 1933, and ending June 30, 1934, is submitted herewith. Appended to this is a list of the scientific and scholarly publications appearing under the names of the members of the faculties of the different schools of the University during this time. This is a continuation of the lists of such publications that were appended to your reports for the years 1925-30 and for the year 1931-32.

Your committee feels that these eighteen months have been unfortunate ones from the standpoint of university progress in research. General library funds have been so greatly curtailed as to be entirely insufficient to care for even routine additions to the departmental and general book collections. Laboratory and scientific budgets are in the same condition. The effect of this situation on research activity is everywhere apparent. The acquisition of the special collections and source materials so frequently associated with scholarly investigations in the humanities and social sciences has been impossible and has severely handicapped some of our most productive scholars in these fields. This handicap is even more real in view of the state of the library as a whole. If there were available here one of the great library collections of the country, this handicap in special fields could in some measure be overcome. It must, however, be realized that while we may well be proud of the growth of our library in the years since the founding of the University it still has far to go before it becomes one of the great university libraries of the country. It seems clear that only the expenditure of a sufficient capital sum will achieve this end together with the provision of adequate funds for current needs each year. We feel that it is in our province to urge that planning toward these ends be actively carried forward, as an adequate library is a fundamental for good research.

Similar considerations apply to scientific research. We have good laboratories, but the funds for their operation are hardly adequate for their routine maintenance and wholly insufficient for the support of active and vigorous scientific investigation. In this situation many worth-while projects whose merits are evident, cannot be initiated or carried through. This is particularly true of field projects in the biological sciences and of those investigations requiring the help of technicians and of research assistants or the provision of special equipment or facilities.

Your committee therefore earnestly urges the immediate reëstablishment and the future increase of the funds for research subsidies to individuals, for the purchase of equipment, for the employment of technicians and research assistants and for the purchase of special library material. We have in our faculties able scholars and investigators, but they need encouragement, better facilities, and more opportunity to carry on their work. On the results of their labors the reputation of the University in the academic world will in large measure rest. That other things such as the maintenance of our grounds and buildings and our athletic program have their place we of course realize, and we further appreciate the exigencies of the present financial situation, but we nevertheless feel that good research and a good library are among the first essentials of a university and deserve support accordingly.

What has been said concerning the ability of our scholars and investigators is borne out by a scrutiny of the lists of recent publications appended to this report. In spite of the adverse conditions we have outlined, a number of contributions appear in these lists. We shall call attention here to a few among those published by members of the faculties of the Graduate School of Arts and Sciences and of the Undergraduate Colleges. Note will be made of significant contributions by the members of other faculties in connection with the reports of the officers of their respective schools.

In the field of the social sciences we note the appearance of the study entitled *Germany Enters the Third Reich* in which Professor C. B. Hoover again demonstrates his grasp of, and

ability to analyze, the economic and political factors underlying the changing European scene; the contribution by Professor W. A. Brownell of a number of articles on educational research; the publication of a volume on the relations of Great Britain and Brazil and of descriptive bibliographies of the Brazilian section of our library by Dr. A. K. Manchester; the appearance of a book by Professor C. A. Ellwood summarizing his studies in the methodology of the social sciences; Dr. Ratchford's illuminating articles on the public finances of North Carolina, Professor H. E. Jensen's contributions relative to values in the social sciences and the appearance of several articles by Professor McDougall, among them, a third report on his Lamarckian experiment being carried on jointly with Assistant Professor Rhine.

As significant among the contributions in the sciences may be mentioned the following: the appearance of a number of articles by Associate Professor Vosburgh on the chemistry of standard cells; articles in mathematics by Assistant Professors Thomas and Carlitz; and the publication of several studies of the physiology of respiration by Professor F. G. Hall.

As a matter of convenience for reference and for the sake of completeness of the record, it seemed well to append to the above mentioned lists of publications of the faculty a list of the titles of the theses of all of those persons who have been awarded the Ph.D. degree since the founding of the University.

PAUL GROSS,
NEWMAN I. WHITE,
J. FRED RIPPY,
Research Committee.

PUBLICATIONS OF THE MEMBERS OF THE FACULTIES OF THE GRADUATE SCHOOL OF ARTS AND SCIENCES AND OF THE UNDERGRADUATE COLLEGES OF DUKE UNIVERSITY IN THE PERIOD OF JANUARY 1, 1933, TO JULY 1, 1934

ADAMS, DONALD K. Psychology.

Three Theories of Learning, *Journal of General Psychology,* Vol. 8, pp. 485-497 (1933).

Weight Discrimination in Rats, *Psychology Bulletin,* Vol. 30, p. 703 (1933).

——(with T. L. McCulloch), On the Structure of Acts, *Journal of General Psychology,* Vol. X, pp. 450-455 (1934).

ADDOMS, RUTH MARGERY. Botany.

Directions for Botany 1, Duke University, Seeman Printery, Durham North Carolina, 56 pp. (1933).

ALLEN, R. I. Physics.

——(and F. W. Constant), Absolute Saturation of Cubic Cobalt, *Physical Review,* Vol. 44, pp. 228-233 (1933).

BALDWIN, ALICE MAY. History.

The Rural Girl in College (pamphlet), Southern Woman's Educational Alliance (1933).

The Development and Place of the Coördinate College, *Yearbook of the National Association of Deans of Women,* pp. 1-34 (1934).

Residence Hall Equipments, *Housing College Students,* pp. 33-35, published by the American Association of University Women (1934).

BAUM, PAULL F. English.

——(edited with Clarence Gohdes), Letters of William Michael Rossetti Concerning Whitman, Blake, and Shelley to Anne Gilchrist and Her Son Herbert Gilchrist: With Appendices Containing a Letter to President Cleveland and an Uncollected Whitman Circular, Duke University Press, Durham, N. C. (1934).

BIGELOW, LUCIUS A. Chemistry.

——(and J. H. Pearson, L. B. Cook, and W. T. Miller, Jr.), Action of Elementary Fluorine on Certain Aromatic Organic Compounds (I), *Journal of the American Chemical Society,* Vol. 55, pp. 4614-4620 (1933).

——(and Roy S. Hanslick), Diphenyl Triketone, *Organic Syntheses,* Vol. 13, pp. 38-40 (1933).

BLACK, MARTIN LEE, JR. Economics.

Old Bookkeeping Textbooks, *The Balance Sheet,* Vol. 15, No. 1, pp. 31-34 (1933).

BLOMQUIST, HUGO LEANDER. Botany.

Lilium Grayi, Asa Gray's Lily, *Addisonia,* Vol. 18, pp. 19-20 (1934).

Extranuclear Activities during Spore Formation in *Anthoceros Carolinianus* Michx (Abstract), *Journal of the Elisha Mitchell Scientific Society,* Vol. 49, p. 20 (1933).

——(and H. J. Oosting), A Spring Flora of the Lower Piedmont in North Carolina, Seeman Printery, Durham, N. C., 99 pp. (1934).

BRANDT, BARTHOLOMEW BRANDNER. Zoölogy.

An Extension of the Range of *Hyla gratiosa* Le Conte, *Copea 1933,* No. 1, p. 39 (1933).

——(with C. F. Walker), A New Species of Pseudacris from the Southeastern United States, *Occasional Papers of the Museum of Zoölogy,* University of Michigan, No. 272, pp. 1-7 (1933).

BROWN, FRANCES. Chemistry.

——(with J. M. A. deBruyne and Paul Gross), The Dipole Moments of Some mono Substitution Products of Mesitylene, *Journal of the American Chemical Society,* Vol. 56, pp. 1291-93 (1934).

BROWNELL, W. A. Education.

The Growth and Nature of Research Interest in Arithmetic and Reading, *Journal of Educational Research,* Vol. 26, pp. 429-41 (1933).

Some Neglected Safeguards in Control-group Experimentation, *ibid.,* Vol. 27, pp. 98-107 (1933).

On the Accuracy with Which Reliability May Be Measured by Correlating Test Halves, *Journal of Experimental Education,* No. 1, pp. 187-204 (1933).

An Evaluation of an Arithmetic "Crutch," *ibid.,* No. 2, pp. 5-34 (1933).

——(with G. T. Buswell and H. Easley), Psychology of Learning, General Methods of Teaching and Supervision, *Review of Educational Research,* Vol. III, pp. 279-368 (1933).

The Use of Objective Measures in Evaluating Instruction, *Educational Method,* Vol. XIII, pp. 401-408 (1934).

Educational Research on Learning, *The Educational Outlook,* Vol. VIII, pp. 210-219 (1934).

The Place of "Crutches" in Instruction, *Elementary School Journal,* Vol. XXXIV, pp. 607-619 (1934).

BUSCH, HANS J. Botany.

——(and F. A. Wolf), Manufactured Tobacco as a Source of Inoculum for Mosaic in Flue-cured Tobacco, *Phytopathology,* Vol. 23, pp. 839-841 (1933).

CARLITZ, LEONARD. Mathematics.

On Abelian fields, *Transactions of the American Mathematical Society,* Vol. 35, pp. 122-136 (1933).

On the Representation of a Polynomial in a Galois Field as the Sum of an Even Number of Squares, *ibid.,* Vol. 35, pp. 397-410 (1933).

CARR, JOHN W. Education.

The Work of the Teacher in Planning the Curriculum, *Educational Method,* Vol. 11, pp. 274-280 (1932).

Homogeneous Grouping: Wise or Otherwise, *North Carolina Teacher,* Vol. 9, pp. 58; 68-69 (1933).

Vom Kinde Aus, *North Carolina Teacher,* Vol. 10, pp. 86 (1933).

The Relationships between the Theories of Gestalt Psychology and Those of a Progressive Science of Education, *The Journal of Educational Psychology,* Vol. XXV, No. 3 (1934).

COILE, THEODORE STANLEY. Forestry.

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THE DEPARTMENT OF PUBLIC RELATIONS AND ALUMNI AFFAIRS

To the President of the University:

Organization of the Department of Public Relations and Alumni Affairs, created in 1930, was completed to a large extent during the year 1932-33, and additional organization work was done in 1933-34. While further expansion in the years ahead is naturally contemplated, the present purpose is to build surely, if at times somewhat slowly, on the foundation already laid.

The coördination in one department of activities relating to the general public contacts and to alumni relations is somewhat out of the ordinary, and in consequence of that fact quite a few inquiries have been received as to the practical working out of Duke University's undertaking in that respect. The combination seems a logical one and a larger degree of success in the years ahead is anticipated.

Division of Public Relations

As its name implies, the Division of Public Relations has been concerned with general contacts, and these were broadened to some extent during 1932-33 and 1933-34. The number of papers served by the News Service has been increased, and the effort has been made to continue the general publicity on what has seemed a conservative, yet progressive, basis. The constant purpose has been to disseminate matter with real news value and to render service in that respect alike to the University and to the news agencies and newspapers and other media of public information that are served. Particular attention has been directed again to matter relating to scholastic achievements, scientific research, library development, and similar features of genuine university development rather than to news regarding buildings and equipment, and the money invested in them. The more obvious features of material equipment have been subordi-

nated to things that have seemed even more pertinent to the launching and development of a university.

In addition to the preparation of magazine features, to the dissemination of photographs and pictorial booklets and other matter, the Division of Public Relations has been engaged in replying to many letters from all sections of the country asking for information about the University. In quite a number of cases personal visits have been made to those seeking particular facts or interested in a definite way in some special phase of the University's work. It is interesting to note that an increasing number of calls has been made for facts relating to the institution. The interpretation in so far as possible of Duke University's basic purposes and ideals has been kept constantly in mind in connection with this part of the work.

Through the agency of this division, speakers from the University have been secured for addresses at public occasions of various kinds, including commencements, civic and literary club meetings, and other gatherings. This service rendered by the University Speakers' Bureau, a part of the Public Affairs Division, has been growing considerably during the past year or two.

The Bureau of Publications, a branch of the Public Relations Division, has again had supervision of the publication of various catalogues and bulletins as well as pictorial and similar matter. A central mailing division is maintained, and the demands upon it are constantly increasing. (The activities of the Duke University Press are summarized in a separate report.)

The Public Relations Office has had, in addition to the activities referred to above, a part in other features of the life of the University. Assistance has been rendered in the entertainment of various visiting groups, including the North Carolina Press Association and other bodies; an information service for visitors has been maintained; the weekly calendars of University events and programs for different occasions have been issued; campus tours have been arranged for those desiring them, and the effort has been made to render service, not only to those coming from the outside but to members of the fac-

ulty and student body as well. The idea has been to make the office a form of clearing-house, so to speak, for information and assistance of different kinds on the theory that public contacts of lasting value to the institution may have their beginning in some seemingly simple service rendered on the campus.

DIVISION OF ALUMNI AFFAIRS

The academic years 1932-33 and 1933-34 were busy ones in the Division of Alumni Affairs although, for obvious reasons, certain contemplated measures of expansion in the program of alumni activities had to be deferred until a more opportune time. Every effort has been made to conduct the affairs of the office with due regard for necessary economy.

Many records have been added to the lists in the alumni files; a large number of addresses have been changed; the information contained both in the alumni and faculty records has been greatly enlarged; numerous alumni lists have been furnished the officers of local associations and class groups in order that the Alumni Office program might be brought closer to the members of those local and class groups. The file of individual alumni and faculty photographs has been considerably enlarged, but much more work remains to be done along this line.

There are now 8,101 located alumni. The number of local associations is 67, an increase of 9; there are 38 organized classes.

As usual, the Alumni Office coöperated during the two years covered in this report in every possible way in the arrangements for Commencement. Incidentally, the Alumni-Alumnae Luncheon at the 1934 Commencement established a new record for such occasions from the standpoint of alumni attendance and interest. More than 800 attended the luncheon. The series of class reunions at Commencement was also notably successful, 14 being held with the coöperation of the Alumni Office. At a number of these dinners helpful suggestions were made, and some of these have already been put into effect.

November was observed for the fourth time in 1934 as

"Alumni Month" with good success. The plan will be continued. "Home-coming Day," 1934, was Saturday, October 13, the day of the Duke-Georgia Tech football game, and the attendance established a new record. The same was true of the Alumnae Home-coming on May Day, 1934.

Nearly seventy "Duke University Day" celebrations were held on December 10, 1934, many of these being in states other than North Carolina and some in countries overseas. Speakers were provided for these various meetings along with printed material regarding the University and its varied activities. "Duke Day" was observed again at Lake Junaluska in July of last year, and the occasion was notably successful.

A particular effort has been made to interest local and class groups in maintaining definite organizations and, in cases where this seemed advisable, in undertaking some special work on behalf of the University. In a number of these groups there are standing committees engaged in looking after various projects. An increasing number of local alumni organizations are carrying on "all-the-year" programs with definite objectives. Several alumni loan funds have been established and others are contemplated.

A number of things were done by the Alumni Office and by various alumni groups during the two years in the effort to bring former students in closer touch with the institution and its program and to aid in the furtherance of that program. The Class of 1907 presented to the University a portrait of Dr. W. I. Cranford, beloved faculty member, who for more than 45 years has been connected with the institution; the Class of 1908 presented a portrait of the Honorable F. M. Simmons, distinguished alumnus and trustee; the Class of 1913 and the Class of 1916 made gifts to the library of special collections; a portrait of Dr. W. K. Boyd was presented by the artist, an alumna, Miss Irene Price, Class of 1922; a movement was launched to establish a special alumni memorial in memory of the late President John C. Kilgo; the alumnae coöperated with the young women of the Senior Class in erecting a steel tower for the old bell on the East Campus, this being dedicated at Commence-

ment, 1933, with appropriate ceremonies; the Alumni Office coöperated in arrangements for the reunion at Commencement, 1933, of the "Mary Duke Building Girls"; the Durham County Alumni presented in 1934 at their annual meeting, for the third time, gold watches to the retiring letter men of the varsity football team; the Alumni Office coöperated constantly with the Athletic Association in giving publicity to, and assisting in, the sale of tickets for athletic events; many letters were written by the Alumni Office staff to alumni in response to requests for information and assistance; coöperation was given undergraduate students in various ways in connection with their publication activities, and otherwise; a particular effort was made to bring alumni back to the campus for various occasions; other features of miscellaneous Alumni Office coöperation might be mentioned.

The Alumni Register was put on a better basis financially through the adoption of certain measures of economy which have not affected its usefulness. There has been a constant increase of interest in the *Register,* although the number of those assisting in its publication financially is still far less than it should be.

The Alumni Office has aided in the work of the University Appointments Office, and quite a number of alumni have been assisted in securing teaching and commercial positions. It is planned to undertake more along this line during the coming years.

A new development of the past two or three years has been the beginning of a movement for the organization of divisional groups among the alumni, these working, of course, under the General Alumni Association. The Association of Law School Alumni and the Association of the School of Religion Alumni are already functioning. It is hoped later to organize a School of Medicine group, and still others will probably follow.

James R. Simpson, '24, has been added to the staff of the department as Assistant Alumni Secretary in charge particularly of contacts with alumni groups. Miss Elizabeth Aldridge, '24, is Assistant Alumni Secretary in charge of records.

Four particular forms of desirable coöperation with the Alumni Office have been kept constantly before alumni groups and individuals during the two years. Former students have been urged: (1) to coöperate in interpreting to the public the real ideals and purposes of Duke University; (2) to aid the Alumni Office and the Administration with information and suggestions that may be of service; (3) to help in making the alumni records as complete as possible; (4) to assist in the financial support of the alumni work. It is gratifying to report that increased progress is being shown in these various lines of cooperative activity.

HENRY R. DWIRE,
Director of Public Relations and Alumni Affairs.

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BULLETIN
OF
DUKE UNIVERSITY

Vol. 7 MARCH, 1935 No. 3

UNDERGRADUATE INSTRUCTION
(Trinity College and the Woman's College)

1934-1935
ANNOUNCEMENTS FOR 1935-1936

PUBLISHED BY DUKE UNIVERSITY
IN JANUARY, FEBRUARY, MARCH, APRIL, MAY, AND JUNE
ENTERED AS SECOND CLASS MATTER MARCH 25, 1929, AT THE POST OFFICE
AT DURHAM, N. C., UNDER ACT OF AUGUST 24, 1912

ANNUAL CATALOGUES AND BULLETINS

For General Bulletin of Duke University, apply to *The Secretary,* Duke University, Durham, N. C.

For Bulletin of Undergraduate Instruction, apply to *The Secretary,* Duke University, Durham, N. C.

For Bulletin of The Graduate School of Arts and Sciences, apply to *The Dean of the Graduate School,* Duke University, Durham, N. C.

For Bulletin of The Departments of Engineering, apply to *The Secretary,* Duke University, Durham, N. C.

For Bulletin of The School of Law, apply to *The Dean of the School of Law,* Duke University, Durham, N. C.

For Bulletin of The School of Medicine, apply to *The Dean of the School of Medicine,* Duke University, Durham, N. C.

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For Bulletin of The School of Religion, apply to *The Registrar of the School of Religion,* Duke University, Durham, N. C.

For Bulletin of The Summer Schools, apply to *The Director of the Summer Schools,* Duke University, Durham, N. C.

For Bulletin on Forestry, apply to *The Director, Duke Forest,* Duke University, Durham, N. C.

BULLETIN
OF
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UNDERGRADUATE INSTRUCTION

(Trinity College and the Woman's College)

1934-1935

ANNOUNCEMENTS FOR 1935-1936

DURHAM, NORTH CAROLINA
1935

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UNIVERSITY CALENDAR

1935

June 6. Thursday—Registration of students for Summer School, first term.

June 7. Friday—Instruction begins for Summer School, first term.

June 27. Thursday—Registration of students for Summer School, middle term.

June 28. Friday—Instruction begins for Summer School, middle term.

July 4. Thursday—Independence Day. A holiday.

July 17-18. Wednesday, Thursday—Final examinations for Summer School, first term.

July 19. Friday—Registration of students for Summer School, last term.

July 20. Saturday—Instruction begins for Summer School, last term.

Aug. 29-30. Thursday, Friday—Final examinations for Summer School, last term.

Sept. 12. Thursday—9:00 A.M. Dormitories open to freshmen.

Sept. 12. Thursday—8:00 P.M. Assembly for all entering freshmen; Freshman Orientation Program begins.

Sept. 16. Monday—5:00 P.M. First regular meeting of the Freshman Faculty.

Sept. 17. Tuesday—Freshman instruction begins.

Sept. 17. Tuesday— Registration and matriculation of new students with advanced standing.

Sept. 18. Wednesday—11:00 A.M. Formal opening of the college; registration of matriculated students.

Sept. 19. Thursday—Instruction for Sophomores, Juniors, and Seniors begins.

Sept. 19-21. Thursday—9:00 A.M.-1:00 P.M., 2:30 P.M.-4:00 P.M.; Friday, 9:00 A.M.-1:00 P.M., 2:30 P.M.-5:00 P.M.; Saturday, 9:00 A.M.-1:00 P.M., registration of graduate students.

Nov. 11. Monday—Armistice Day.

Nov. 28. Thursday—Thanksgiving Day. A holiday.

Dec. 11. Wednesday—Duke University Day.

Dec. 20. Friday—1:00 P.M. Christmas recess begins.

1936

Jan.	3.	Friday—8:20 A.M. Instruction is resumed.
Jan.	18.	Saturday—Mid-year examinations begin.
Jan.	29.	Wednesday—Last day for matriculation for second semester.
Jan.	30.	Thursday—Second semester begins.
Feb.	22.	Saturday—Washington's Birthday. A holiday.
March	25.	Wednesday—1:00 P.M. Spring vacation begins.
April	1.	Wednesday—8:20 A.M. Instruction is resumed.
April	15.	Wednesday—Last day for submitting orations for Wiley Gray contest.
April	30.	Thursday—Last day for selection of courses for ensuing year.
May	25.	Monday—Final examinations begin.
June	6.	Saturday—Commencement opens; Senior Class Day; Meeting of the Board of Trustees.
June	7.	Sunday—President's Address to Graduating Class.
June	8.	Monday—Commencement Address; Alumni-Alumnae Luncheon; Graduating Exercises; Lowering of the Flag by the Graduating Class.

1935

JANUARY

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Willis Smith, '10	Raleigh,	N. C.

Term Expires December 31, 1937

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J. C. Wooten	Fayetteville,	N. C.
J. R. Smith	Mount Airy,	N. C.
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W. W. FLOWERS, '94	New York,	N. Y.

Term Expires December 31, 1939

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W. R. ODELL	Concord,	N. C.
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Supervisor of Dormitories — 819 Fourth Street

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Purchasing Agent, Duke University — Club Boulevard

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Manager, the Duke University Dining Halls — Powe Apartments, Buchanan Road

TYREE, WILLIAM ALLEN, A.B.
Director in the Business Division — 610 Buchanan Road

WHITFORD, WILLIAM EDWARD, A.B.
Assistant Director in the Business Division — West Campus

WHITTED, WALTER LEWIS
Bookkeeper — 1204 College Road

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The Union, West Campus

ALDRIDGE, ELIZABETH, A.B.
Assistant Alumni Secretary — East Campus

DUKES, CHARLES AUBRY, A.B.
Assistant to Director of Public Relations — 1109 8th Street

JACKSON, DAVID KELLY, A.B., A.M. — East Campus
Assistant to the Editor, Duke University Press

RIPPY, J. FRED, A.B., A.M., Ph.D.
Editor, the Duke University Press — Forest Hills

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Executive Secretary, Duke University Press

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WILKINSON, ALBERT ALEXANDER
Director, the News Service — 1113 Alabama Avenue

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Dean of Undergraduate Instruction — West Campus

HERRING, HERBERT JAMES, A.B., A.M.
Assistant Dean of Trinity College
Erwin Apartments, Buchanan Road

MANCHESTER, ALAN KREBS, A.B., A.M., Ph.D.
Assistant Dean of Trinity College — West Campus

SMITH, RUTH SLACK, MRS., A.B., A.M.
Assistant Dean of the Woman's College
Faculty Apartments, East Campus

PICKETT, ANNIE CALDWELL, MRS., A.B. 1700 Duke University Road
Recorder, Trinity College

COLEMAN, MARGARET, A.B.
Recorder, Trinity College 918 Urban Avenue

SEABOLT, LOUISE, A.B., A.M.
Recorder, Woman's College 114 Faculty Apartments, East Campus

GLASSON, WILLIAM HENRY, Ph.B., Ph.D.
Dean of the Graduate School of Arts and Sciences
710 Buchanan Road

RANKIN, ROBERT STANLEY, A.B., A.M., Ph.D.
Assistant Dean of the Graduate School Manchester Apartments

HORACK, HUGO CLAUDE, Ph.B., LL.B.
Dean of the School of Law West Campus

*MILLER, JUSTIN, A.B., LL.B., J.D.
Dean of the School of Law West Campus

HOLTON, HOLLAND, A.B., J.D.
Director of the Summer School 809 Watts Street

RUSSELL, ELBERT, A.B., A.M., Ph.D.
Dean of the School of Religion 811 Vickers Avenue

GARBER, PAUL NEFF, A.B., A.M., Ph.D.
Registrar of the School of Religion West Campus

DAVISON, WILBURT CORNELL, A.B., B.A., B.Sc., A.M., D.Sc., M.D.
Dean of the School of Medicine Hope Valley

BAKER, BESSIE, R.N., B.S.
Dean of the School of Nursing Nurses Home

KORSTIAN, CLARENCE FERDINAND, B.S.F., M.F., M.A., Ph.D.
Director of the Duke Forest 908 West Markham Avenue

MAUGHAN, WILLIAM, B.S., M.F.
Assistant Director of the Duke Forest 2307 Club Boulevard

INSTRUCTIONAL STAFF

In addition to the members of the Faculty giving instruction in the two undergraduate colleges, this list includes all members of the various faculties of the University. The date denotes the first year of service.

ADAMS, DONALD KEITH, (1931) A.B., M.A., Ph.D.
Assistant Professor of Psychology Cornwallis Road

ADDOMS, RUTH MARGERY, (1930) B.A., M.A., Ph.D.
Assistant Professor of Botany 214 Faculty Apartments, East Campus

* On leave, 1934-1935; resigned as of July, 1935.

ALDRIDGE, FRED SOULE, (1922) A.B., A.M.
Assistant Professor of Mathematics East Campus

ALYEA, EDWIN PASCAL, (1930) S.B., M.D.
Associate Professor of Urology Hope Valley

ANDERSON, ANDREW RUNNI, (1929) A.B., Ph.D.
Professor of Latin 2404 Club Boulevard

ANDERSON, CHARLES ROBERTS, (1930) A.B., A.M.
Instructor in English 1104 Watts Street

ANDERSON, WILLIAM BANKS, (1930) A.B., M.D.
Associate Professor of Ophthalmology 10 Beverly Apartments

BAKER, BESSIE, (1930) B.S., R.N. Nurses Home
Dean of the School of Nursing and Professor of Nursing Education

BAKER, ROGER DENIO, (1930) A.B., M.D.
Assistant Professor of Pathology 1111 Watts Street

BALDWIN, ALICE MARY, (1923) A.B., A.M., Ph.D.
Associate Professor of History East Campus

BAUM, PAULL FRANKLIN, (1922) A.B., A.M., Ph.D.
Professor of English 103 Faculty Apartments, East Campus

BERNHEIM, FREDERICK, (1930) A.B., Ph.D.
Associate Professor of Physiology and Pharmacology
Woodridge Drive, Rockwood

BERNHEIM, MARY LILAS CHRISTIAN, MRS., (1930) B.A., M.A., Ph.D.
Assistant Professor of Biochemistry Woodridge Drive, Rockwood

BIGELOW, LUCIUS AURELIUS, (1929) S.B., Ph.D.
Assistant Professor of Chemistry 1001 Lamond Avenue

BILLIG, THOMAS CLIFFORD, (1935) A.B., A.M., LL.B., J.S.D.
Professor of Law Duke University

BIRD, HAROLD CRUSIUS, (1926) Ph.B., C.E. 1209 Virginia Avenue
Professor of Civil Engineering

BLACK, MARTIN LEE, JR., (1930) A.B., M.B.A., C.P.A.
Instructor in Accounting 612 Club Boulevard

BLACKBURN, WILLIAM MAXWELL, (1926) A.B., B.A., M.A.
Assistant Professor of English 1028 Gloria Avenue

BLOMQUIST, HUGO LEANDER, (1920) B.S., Ph.D. 1305 B Street
Professor of Botany

BOLICH, WILLIAM BRYAN, (1927) A.B., B.A., M.A., B.C.L.
Professor of Law Hope Valley

BOYD, WILLIAM KENNETH, (1906) A.B., A.M., Ph.D.
Professor of History Hope Valley

BRADFORD, WILLIAM ZIEGLER, (1934) B.S., M.D.
Director, Outside Obstetric Service
Duke Hospital and Charlotte, North Carolina

BRADWAY, JOHN SAEGER, (1931) A.B., A.M., LL.B.
Professor of Law 111 Briarcliff Road

BRANSCOMB, BENNETT HARVIE, (1925) A.B., B.A., M.A., Ph.D.
Professor of New Testament Language and Literature
Chelsea Circle, Hope Valley

BRIDGERS, FURMAN ANDERSON, (1926) A.B., A.M.
Instructor in Romance Languages 1325 Arnette Avenue

BROWN, FRANCES, (1931) A.B., Ph.D. 1113 Alabama Avenue
Instructor in Chemistry

BROWN, FRANK CLYDE, (1909) A.B., A.M., Ph.D. 410 Buchanan Road
Professor of English

BROWNELL, WILLIAM ARTHUR, (1930) A.B., A.M., Ph.D. Hope Valley
Professor of Educational Psychology

*BRUTON, PAUL WESLEY, (1932) A.B., LL.B., J.S.D.
Assistant Professor of Law 2511 University Drive

BRYSON, THADDEUS DILLARD, (1928) Hope Valley
Professor of Law

CANNON, JAMES, III, (1919) A.B., A.M., Th.B., Th.M.
Ivey Professor of History of Religion and Missions
Chelsea Circle, Hope Valley

CARLITZ, LEONARD, (1932) A.B., Ph.D. 6 Bickett Apartments
Assistant Professor of Mathematics

CARPENTER, DAVID WILLIAMS, (1929) A.B., M.A., Ph.D.
Instructor in Physics 2508 Englewood Avenue

CARR, JOHN WINDER, JR., (1926) A.B., A.M., Ph.D.
Associate Professor of Education 926 Monmouth Avenue

CARROLL, EBER MALCOLM, (1923) A.B., A.M., Ph.D.
Associate Professor of History Faculty Club, East Campus

CARTER, BAYARD, (1931) A.B., B.A., M.A., M.D. West Campus
Professor of Obstetrics and Gynecology

CAVERS, DAVID FARQUHAR, (1931) B.S., LL.B. 414 Carolina Circle
Professor of Law

CHILDS, BENJAMIN GUY, (1924) A.B., A.M.
Professor of Education 1019 W. Markham Avenue

CLARK, KENNETH WILLIS, (1931) A.B., B.D., Ph.D.
Instructor in New Testament Language and Literature 11 Bickett Apartments

CONSTANT, FRANK WOODBRIDGE, (1930) B.S., Ph.D.
Assistant Professor of Physics 2320 Club Boulevard

* Resigned January 31, 1935.

COWPER, FREDERICK AUGUSTUS GRANT, (1918) A.B., A.M., Ph.D.
Professor of Romance Languages 1017 Dacian Avenue

CRANFORD, WILLIAM IVEY, (1891) A.B., Ph.D. 708 Buchanan Road
Carr Professor of Philosophy

CRISPELL, RAYMOND, (1933) A.B., M.D. West Campus
Associate Professor of Neuropsychiatry

CRUM, MASON, (1930) A.B., A.M., Ph.D. 1308 College Road
Assistant Professor of Biblical Literature

CUNNINGHAM, BERT, (1916) B.S., M.S., A.M., Ph.D.
Professor of Biology 1200 College Road

DALE, JULIA, (1930) A.B., A.M., Ph.D. 300 Monmouth Avenue
Assistant Professor of Mathematics

DAVIS, GIFFORD, (1930) A.B., A.M., Ph.D.
Instructor in Romance Languages
102 Faculty Apartments, East Campus

DAVISON, WILBURT CORNELL, (1927) A.B., B.A., B.Sc., M.A., D.Sc., M.D.
Professor of Pediatrics Hope Valley

DELAPLANE, WALTER HAROLD, (1934) A.B., A.M., Ph.D.
Instructor in Economics 311 East Trinity Avenue

DICK, MACDONALD, (1932) B.A., M.A., M.D. Duke Hospital
Associate in Medicine, Physiology, and Pharmacology

DRESSEL, FRANCIS GEORGE, (1929) B.S., M.S., Ph.D.
Instructor in Mathematics Chapel Hill Road

DOW, NEAL, (1934) A.B., A.M. 302 East Trinity Avenue
Instructor in French

EADIE, GEORGE SHARP, (1930) M.A., M.B., Ph.D. Hope Valley
Professor of Physiology and Pharmacology

EAGLE, WATT WEEMS, (1930) A.B., M.D. 1025 Monmouth Avenue
Associate Professor of Otolaryngology

EASLEY, HOWARD, (1930) A.B., M.A., Ph.D. Legion Avenue
Assistant Professor of Education

EDWARDS, CHARLES WILLIAM, (1898) A.B., A.M., M.S.
Professor of Physics 406 Buchanan Road

ELLIOTT, WILLIAM WHITFIELD, (1925) B.A., M.A., Ph.D.
Professor of Mathematics Faculty Club, East Campus

ELLWOOD, CHARLES ABRAM, (1930) Ph.B., Ph.D., LL.D.
Professor of Sociology Pinecrest Road

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Professor of Pathology

FULLER, LON, (1931) A.B., J.D. Hope Valley
Professor of Law

FULLER, WARNER, (1932) B.S., LL.B. 418 Carolina Circle
Assistant Professor of Law

GARBER, PAUL NEFF, (1924) A.B., A.M., Ph.D. West Campus
Professor of Church History

GARDINER, ANN HENSHAW, (1930) R.N., B.S., M.S. Nurses Home
Assistant Professor of Nursing Education

GARDNER, CLARENCE ELLSWORTH, JR., (1930) A.B., M.D.
Assistant Professor of Surgery Manchester Apartments

GATES, ARTHUR MATHEWS, (1909) A.B., A.M., Ph.D.
Assistant Professor of Latin 1030 W. Trinity Avenue

GILBERT, ALLAN, (1920) B.A., A.M., Ph.D. 516 Carolina Circle
Professor of English

GILBERT, KATHERINE EVERETT, (1930) A.B., A.M., Ph.D.
Professor of Philosophy 516 Carolina Circle

GILMORE, ELIZABETH, (1934) A.B., A.M., Ph.D.
Instructor in Fine Art 402 Erwin Apartments

GLASSON, WILLIAM HENRY, (1902) Ph.B., Ph.D. 710 Buchanan Road
Professor of Political Economy and Social Science

GODARD, JAMES MCFATE, (1932) A.B., A.M. 2501 Club Boulevard
Instructor (Part Time) in Education

GOHDES, CLARENCE, (1930) A.B., A.M., Ph.D.
Associate Professor of English 1104 Watts Street

GRAY, IRVING EMERY, (1930) B.S., M.S., Ph.D. 2321 Club Boulevard
Assistant Professor of Zoölogy

GREENE, WALTER KIRKLAND, (1928) A.B., A.M., Ph.D. West Campus
Professor of English

GREENWOOD, JOSEPH, (1930) A.B., A.M., Ph.D. Nation Avenue
Instructor in Mathematics

GREGORY, GEORGE MACKENDRICK, (1927) A.B., A.M., Ph.D.
Instructor in English Nation Avenue

GROSS, PAUL MAGNUS, (1919) B.S., A.M., Ph.D. Hope Valley
William Howell Pegram Professor of Chemistry

GROUT, JULIA REBECCA, (1924) A.B., M.S. 104 Faculty Apartments
Director of Physical Education, Woman's College

HALL, FRANK GREGORY, (1926) A.B., A.M., Ph.D.
Professor of Zoölogy 911 Markham Avenue

HALL, LOUISE, (1931) B.A., S.B. in Architecture,
Brevet d' Art de la Sorbonne 603 Watts Street
Instructor in Fine Arts

HALL, WILLIAM HOLLAND, (1915) A.B., A.M., B.C.E., M.S.C.E.
Professor of Engineering 11 Beverly Apartments

HAMBLEN, EDWIN CROWELL, (1931) B.S., M.D. 606 Buchanan Road
Associate Professor of Obstetrics and Gynecology

HAMILTON, EARL JEFFERSON, (1927) B.S., A.M., Ph.D.
Professor of Economics 1015 Demerius Street

HANES, FREDERIC MOIR, (1931) A.B., A.M., M.D. West Campus
Professor of Medicine

HANSEN-PRÜSS, OSCAR CARL EDWARD, (1930) A.B., M.D.
Assistant Professor of Medicine 3 Surry Road, Hope Valley

HARGITT, GEORGE THOMAS, (1930) Ph.B., A.M., Ph.D.
Professor of Zoölogy 811 Watts Street

HART, DERYL, (1930) A.B., A.M., M.D.
Professor of Surgery Duke University Road and Highway 751

HATLEY, CHARLES CLEVELAND, (1917) A.B., A.M., Ph.D.
Professor of Physics 708 Buchanan Road

HAUSER, CHARLES ROY, (1929) B.S., M.S., Ph.D.
Instructor in Chemistry 2119 Club Boulevard

HERRING, HERBERT JAMES, (1924) A.B., A.M.
Instructor in Public Speaking 101 Erwin Apartment

HETHERINGTON, DUNCAN CHARTERIS, (1930) A.B., M.A., Ph.D., M.D.
Associate Professor of Anatomy Hope Valley

HICKMAN, FRANKLIN SIMPSON, (1927) A.B., A.M., S.T.B., Ph.D.
Professor of Psychology of Religion Buchanan Road

HICKSON, ARTHUR OWEN, (1929) A.B., A.M., Ph.D.
Assistant Professor of Mathematics Nation Avenue

HILL, DOUGLAS, (1931) A.B., M.A., Ph.D.
Instructor in Chemistry Woodridge Drive, Rockwood

HOLTON, HOLLAND, (1912) A.B., J.D. 809 Watts Street
Professor of the History and Science of Education

*HOOVER, CALVIN BRYCE, (1925) A.B., Ph.D. 924 Urban Avenue
Professor of Economics

HOPKINS, DWIGHT LUCIAN, (1928) B.S., M.S., Ph.D.
Assistant Professor of Zoölogy 922 Demarius Street

HORACK, HUGO CLAUDE, (1930) Ph.B., LL.B. West Campus
Professor of Law

HUBBELL, JAY BROADUS, (1927) A.B., A.M., Ph.D. Pinecrest Road
Professor of English

JENSEN, HOWARD EIKENBERRY, (1931) A.B., A.M., B.D., Ph.D.
Professor of Sociology 1516 Hermitage Court

JOHNSTON, CHRISTOPHER, (1930) A.B., M.D. 118 W. Seeman Street
Assistant Professor of Medicine

* On leave, 1934-1935.

JONES, ROBERT RANDOLPH, JR., (1930) A.B., M.D.
Assistant Professor of Surgery No. 5 Salmon Apartments

JORDAN, ARCHIBALD CURRIE, (1925) A.B., A.M.
Assistant Professor of English Faculty Club, East Campus

JORDAN, BRADY RIMBEY, (1927) Litt.B., Ph.D. Pinecrest Road
Professor of Romance Languages

KEECH, JAMES MAYNARD, (1931) A.B., A.M.
Instructor in Economics 1303 Lakewood Avenue

KELLEY, WILLIAM HENRY, (1934) M.D. Duke Hospital
Associate in Medicine

KEMPNER, WALTER, (1935) M.D. Duke Hospital
Associate in Medicine and Physiology

KORSTIAN, CLARENCE FERDINAND, (1930) B.S.F. M.F., M.A., Ph.D.
Professor of Silviculture 908 West Markham Avenue

KRAMER, PAUL JACKSON, (1931) A.B., M.Sc., Ph.D.
Instructor in Botany 1011 Monmouth Avenue

KRUMMEL, CHARLES ALBERT, (1922) Ph.B., Ph.M., Ph.D.
Professor of German 2118 Englewood Avenue

LANDON, CHARLES EDWARD, (1926) A.B., A.M., Ph.D.
Assistant Professor of Economics and Economic Geography 1001 West Trinity Avenue

LANNING, JOHN TATE, (1927) A.B., A.M., Ph.D.
Instructor in History Ambassador Apartments

LAPRADE, WILLIAM THOMAS, (1909) A.B., Ph.D.
Professor of History 1108 Monmouth Avenue

LEHMAN, JACOB STAUFFER, (1933) B.S., M.D. 908 Arnette Avenue
Instructor in Roentgenology

LEMERT, BEN FRANKLIN, (1930) B.S.E., M.A., Ph.D.
Instructor in Economic Geography 15 Ambassador Apartments

LOWNDES, CHARLES LUCIEN BAKER, (1934) A.B., LL.B., S.J.D.
Professor of Law 2411 Club Boulevard

LUNDEBERG, OLAV, (1931) A.B., A.M., Ph.D. 204 Markham Avenue
Associate Professor of Romance Languages

LUNDHOLM, HELGE, (1930) Ph.D. Rollins Apartments
Associate Professor of Psychology

MABRY, WILLIAM ALEXANDER, (1930) A.B., A.M., Ph.D.
Instructor in History Allenton Apartments, West Trinity Avenue

MAGGS, DOUGLAS BLOUNT, (1930) A.B., J.D., S.J.D.
Professor of Law Hope Valley

MANCHESTER, ALAN KREBS, (1929) A.B., A.M., Ph.D.
Instructor in History West Campus

MARTIN, DONALD STOVER, (1934) A.B., M.D. Duke Hospital
Associate in Bacteriology and Medicine

MARTIN, ELSIE WILSON, MRS., (1930) A.B., M.S.
Professor of Dietetics Faculty Apartments, East Campus

MATHEWS, RALPH THOMPSON, (1930) B.S. in M.E.
Instructor in Mechanical Engineering
4 Powe Apartments, Watts Street

MAUGHAN, WILLIAM, (1931) B.S., M.F. 2307 Club Boulevard
Assistant Professor of Forestry

MAXWELL, WILLIAM CARY, (1930) A.B., A.M., Ph.D. Hope Valley
Instructor in German

MCBRYDE, ANGUS MURDOCH, (1931) B.S., M.D. Duke Hospital
Assistant Professor of Pediatrics

MCCAIN, PAUL PRESSLY, (1933) A.B., M.D. Duke Hospital and
Assistant Professor of Clinical Medicine Southern Pines, N. C.

MCCLOY, SHELBY THOMAS, (1927) A.B., M.A., B.A., B.Litt., Ph.D.
Instructor in History 1208 Arnette Avenue

MCCREA, FOREST DRAPER, (1930) B.S., M.S., Ph.D.
Associate Professor of Physiology and Pharmacology
1010 Monmouth Avenue

MCDERMOTT, MALCOLM, (1930) A.B., LL.B. East Campus
Professor of Law

MCDOUGALL, WILLIAM, (1927) B.A., M.A., M.B., D.Sc., Litt.D.
Professor of Psychology Faculty Club, East Campus

MCLARTY, FURMAN GORDON, (1933) A.B., B.A., A.M.
Instructor in Philosophy 201 West Trinity Avenue

MEIER, OTTO, JR., (1934) B.S. in E.E.
Instructor in Electrical Engineering
4 Powe Apartments, Watts Street

MILES, EDWARD ROY CECIL, (1929) B.S., M.A., Ph.D.
Assistant Professor of Mathematics
118 Faculty Apartments, East Campus

*MILLER, JUSTIN, (1930) A.B., LL.B., J.D. West Campus
Professor of Law

MITCHELL, FRANK KIRBY, (1926) A.B., A.M. 1008 W. Trinity Avenue
Associate Professor of English

MOUZON, JAMES CARLISLE, (1932) B.A., Ph.D.
Instructor in Physics 2017 Wa-Wa Avenue

MYERS, HIRAM EARL, (1926) A.B., S.T.B., S.T.M.
Professor of Biblical Literature 1015 Watts Street

* On leave, 1934-1935; resigned as of July, 1935.

NELSON, ERNEST WILLIAM, (1926) A.B., A.M., Ph.D.
Assistant Professor of History 2032 Club Boulevard

*NICHOL, ARCHIBALD JAMIESON, (1930) A.B., M.A., Ph.D.
Instructor in Economics 1009 Rose Hill Avenue

NIELSEN, WALTER MCKINLEY, (1925) B.S., Ph.D.
Assistant Professor of Physics 1407 Virginia Avenue

OOSTING, HENRY JOHN, (1932) A.B., M.S., Ph.D.
Instructor in Botany 1013 Rose Hill Avenue

ORMOND, JESSE MARVIN, (1923) A.B., B.D. 301 Watts Street
Professor of Practical Theology

PATTERSON, KARL BACHMAN, (1920) A.B., A.M.
Assistant Professor of Mathematics 1024 Monmouth Avenue

PATTON, LEWIS, (1926), A.B. 405 Watts Street
Assistant Professor of English

PEARSE, ARTHUR SPERRY, (1926) B.S., A.M., Ph.D.
Professor of Zoölogy Chelsea Circle, Hope Valley

PEPPLER, CHARLES WILLIAM, (1912) A.B., Ph.D. 406 Buchanan Road
Professor of Greek

PERLZWEIG, WILLIAM ALEXANDER, (1930) B.S., A.M., Ph.D.
Professor of Biochemistry Hope Valley

PERRY, HAROLD SANFORD, (1932) B.S., Ph.D.
Instructor in Botany 1315 Sixth Street

PERSONS, ELBERT LAPSLEY, (1935) A.B., M.D. Duke Hospital
Associate in Medicine

PROCTOR, ARTHUR MARCUS, (1923) A.B., A.M., Ph.D. West Campus
Professor of Education

PULLIAS, EARL VIVON, (1932) A.B., A.M. 1006 Shepherd Street
Instructor (Part Time) in Education

QUYNN, DOROTHY MACKAY, MRS. (1930) A.B., M.A., Docteur de L'Université de Paris Woodridge Drive, Rockwood
Assistant Professor of History

QUYNN, WILLIAM ROGERS, (1930) B.A., M.A., Ph.D.
Instructor in French Woodridge Drive, Rockwood

RANKIN, ROBERT STANLEY, (1927) A.B., A.M., Ph.D.
Professor of Political Science Manchester Apartments

RANKIN, WATSON SMITH, (1927) M.D. Duke Hospital
Lecturer in Preventive Medicine and Public Health

RANKIN, WILLIAM WALTER, JR., (1926) B.E., M.A.
Professor of Mathematics 1011 Gloria Avenue

RATCHFORD, BENJAMIN ULYSSES, (1928) A.B., A.M., Ph.D.
Instructor in Economics 2030 Englewood Avenue

* On leave, 1934-1935.

RAYMOND, MARY LOIS, (1931) A.B., M.A.
Instructor in French Franklin Court Apartments

REEVES, ROBERT JAMES, (1930) A.B., M.D.
Associate Professor of Roentgenology
212 Faculty Apartments, East Campus

RHINE, JOSEPH BANKS, (1927) B.S., M.S., Ph.D. Nation Avenue
Associate Professor of Psychology

RIPPY, J. FRED, (1926) A.B., A.M., Ph.D. Forest Hills
Professor of History

ROBERTS, CHRISTOPHER, (1929) B.S., A.M., Ph.D.
Assistant Professor of Economics
116 Faculty Apartments, East Campus

ROBERTS, JOHN H., (1931) A.B., Ph.D. 1011 Rose Hill Avenue
Assistant Professor of Mathematics

ROSBOROUGH, RUSKIN RAYMOND, (1925) A.B., A.M., Ph.D., Docteur en philologie classique, Louvain
Professor of Latin Faculty Club, East Campus

ROSS, ROBERT ALEXANDER, (1930) B.S., M.D. 214 Swift Avenue
Assistant Professor of Obstetrics and Gynecology

ROWE, GILBERT THEODORE, (1928) A.B., D.D., Litt.D. Pinecrest Road
Professor of Christian Doctrine

RUFFIN, JULIAN MEADE, (1930) A.B., M.A., M.D.
Assistant Professor of Medicine 1010 Green Street

RUSSELL, ELBERT, (1926) A.B., A.M., Ph.D. 811 Vickers Avenue
Professor of Biblical Interpretation

SAYLOR, JOHN HENRY, (1928) A.B., A.M., Ph.D. 1604 B Street
Instructor in Chemistry

SCHEALER, SAMUEL RAYMOND, (1927) E.E., M.S.
Professor of Electrical Engineering Chelsea Circle, Hope Valley

SCOTT, KARL MYRON, (1934) A.B., M.Sc., Ph.D. 911 Green Street
Assistant Professor of Economics

SEELEY, WALTER JAMES, (1925) E.E., M.S. 1005 Urban Avenue
Professor of Electrical Engineering

SHANDS, ALFRED RIVES, JR., (1930) B.A., M.D. 1008 Green Street
Associate Professor of Orthopedics

SHEARS, LAMBERT ARMOUR, (1927) A.B., A.M., Ph.D.
Instructor in German 917 Green Street

SHIELDS, JOHN HERMAN, (1926) A.B., A.M.
Assistant Professor of Accounting 2 Eloise Apartments

SHRYOCK, RICHARD HARRISON, (1925) B.S., Ph.D.
Professor of History 1107 Watts Street

SIMPSON, WILLIAM HAYS, (1930) A.B., A.M.
Instructor in Political Science 7 Bickett Apartments

SMITH, DAVID TILLERSON, (1930) A.B., M.D. Hope Valley
Professor of Bacteriology and Associate Professor of Medicine

SMITH, HILRIE SHELTON, (1931) A.B., Ph.D., D.D.
Professor of Religious Education 1523 Hermitage Court

SMITH, ROBERT SIDNEY, (1932) A.B., A.M., Ph.D.
Instructor in Economics 3 Bickett Apartments

SMITH, RUTH SLACK, MRS., (1927) A.B., A.M.
Instructor in Education 115 Faculty Apartments, East Campus

SPEARS, MARSHALL TURNER, (1927) A.B., A.M. 501 Watts Street
Lecturer in Law

SPENCE, BESSIE WHITTED, MRS., (1929) A.B., A.M., B.D. Hope Valley
Instructor in Biblical Literature

SPENCE, HERSEY EVERETT, (1918) A.B., A.M., B.D. Hope Valley
Professor of Biblical Literature and Religious Education

SPENGLER, JOSEPH JOHN, (1934) A.B., M.A., Ph.D.
Associate Professor of Economics 1601 Lakewood Avenue

SPRUNT, DOUGLAS HAMILTON, (1932) B.S., M.S., M.D.
Associate Professor of Pathology Hope Valley

STERN, WILLIAM, Ph.D., LL.D., 305 Faculty Apartments, East Campus
Visiting Professor of Psychology, 1934-1935

SUGDEN, HERBERT WILFRED, (1929) A.B., A.M., Ph.D.
Instructor in English 201 Faculty Apartments, East Campus

SWETT, FRANCIS HUNTINGTON, (1930) A.B., M.A., Ph.D. Hope Valley
Professor of Anatomy

TAYLOR, HAYWOOD MAURICE, (1930) B.S., M.S., Ph.D.
Assistant Professor of Biochemistry and Toxicology
University Drive, Rockwood

THOMAS, JOSEPH MILLER, (1930) A.B., Ph.D.
Assistant Professor of Mathematics House G, 107, West Campus

THOMPSON, EDGAR T., A.B., A.M., Ph.D.
Assistant Professor of Sociology

TOWE, WILLIAM THOMPSON, (1924) A.B.
Assistant Professor of Business Law
Powe Apartments, Watts Street

VANCE, MARY HENDREN, MRS., (1926) A.B., A.M.
Assistant Professor of English
215 Faculty Apartments, East Campus

VOLLMER, CLEMENT, (1926) A.B., A.M., Ph.D. West Campus
Professor of German

VOSBURGH, WARREN CHASE, (1928) B.S., M.S., Ph.D.
Associate Professor of Chemistry 2319 Englewood Avenue

VOYLES, CARL, (1931) B.S. 1005 Monmouth Avenue
Assistant Director of Physical Education, Trinity College

WADE, WALLACE, (1931) A.B. West Campus
Director of Physical Education, Trinity College

WALTON, LORING BAKER, (1929) Lic. ès L. 2411 Club Boulevard
Assistant Professor of Romance Languages

WANNAMAKER, WILLIAM HANE, (1904) A.B., A.M., Litt.D.
Professor of German West Campus

WARD, CHARLES EUGENE, (1927) A.B., A.M., Ph.D.
Instructor in English Tuscaloosa Forest

WAY, VERNON ELGIN, (1930) A.B., A.M., M.A.
Assistant Professor of Greek 1013 Gregson Street

WEBB, ALBERT MICAJAH, (1903) A.B., A.M. 1017 Trinity Avenue
Professor of Romance Languages

WEST, ALFRED THURBER, (1930) B.S.
Instructor in English 909 North Gregson Street

WHITE, MARIE ANNE, MRS., (1930) A.B., A.M.
Instructor in English Chelsea Circle, Hope Valley

WHITE, NEWMAN IVEY, (1919) A.B., A.M., Ph.D.
Professor of English Chelsea Circle, Hope Valley

WIDGERY, ALBAN GREGORY, (1930) B.A., M.A. Pinecrest Road
Professor of Philosophy

WILBUR, RALPH SYDNEY, (1933) B.S. in M.E. 2108 University Drive
Associate Professor of Mechanical Engineering

WILSON, FREDERICK ELIPHAZ, (1923) A.B., A.M. 1007 Urban Avenue
Assistant Professor of German

WILSON, ROBERT NORTH, (1910) A.B., M.S. 822 Third Street
Professor of Chemistry

WILSON, ROBERT RENBERT, (1925) A.B., A.M., Ph.D.
Professor of Political Science 216 Forest Wood Drive

WOLF, FREDERICK ADOLPHUS, (1927) A.B., A.M., Ph.D.
Professor of Botany 924 Urban Avenue

WOODY, ROBERT HILLIARD, (1929) Ph.B., A.M., Ph.D.
Instructor in History 108 Forestwood Drive

YATES, ANNE, (1933) A.B., A.M., Ph.D. Duke Hospital
Associate in Biochemistry

YOUNG, EDWARD HUDSON, (1923) A.B., A.M. 13 Beverly Apartments
Assistant Professor of Romance Languages

ZENER, KARL EDWARD, (1928) A.B., A.M., Ph.D. 416 Carolina Circle
Assistant Professor of Psychology

ARENA, JAY MORRIS, (1934) B.S., M.D. Duke Hospital
Instructor in Pediatrics

BAKER, ELEANOR USSHER, (1930) A.B. Duke Hospital
Instructor in English in School of Nursing

BATCHELDER, MARION FRANCES, (1930) R.N. Duke Hospital
Instructor in Nursing Administration and Supervision

BROADHEAD, EDWARD HALL, (1933) A.B., A.M. A.201, Duke University
Instructor in Music

CALDER, ROYALL MANN, (1930) A.B., M.D. Duke Hospital
Instructor in Medicine

CARNEY, JAMES JOSEPH, JR., (1934) A.B., A.M. 302 Southgate
Instructor (Part Time) in Economics

COILE, THEODORE S., (1935) B.S.F. Duke University
Instructor in Forestry

DILL, ISABEL HUNTER, (1934) R.N., B.S. Duke Hospital
Instructor in Principles and Practice of Nursing

DOW, MARIE, MRS., (1934) L. ès L., M.A. 302 East Trinity Avenue
Instructor (Part Time) in French

EPPERSON, JEFFE HARRISON, (1930) B.S. 1202 Mangum Street
Instructor in Preventive Medicine and Public Health

EVERETT, JOHN WENDELL, (1932) A.B., Ph.D.
Instructor in Anatomy Woodridge Drive, Rockwood

FARIOLETTI, MARIUS, (1934) B.B.A., A.M. 1007 Lakewood Avenue
Instructor (Part Time) in Economics

FINKELSTEIN, HAROLD, (1931) B.S., M.D. Duke Hospital
Instructor in Surgery

FITZGERALD, WILLIAM STONE, (1934) A.B., A.M. West Campus
Instructor (Part Time) in English

GARNER, SAMUEL PAUL, (1934) A.B., A.M. 2109 Chapel Hill Road
Instructor (Part Time) in Economics

GIBSON, WILLIAM MARION, (1934) A.B., A.M. 1111 Oval Drive
Instructor in Political Science

*HARRISON, DAVID MOODY, (1934) B.S., A.M. 1114 Eighth Street
Instructor in Economics

HALTOM, WILLIAM LORENZ, (1934) A.B., M.D. Duke Hospital
Instructor in Urology

HAYWOOD, CHARLES LEWIS, JR., (1932) A.B., M.A., M.D.
Instructor in Anatomy Duke Hospital

* Resigned December, 1934.

HINVES, EDITH, (1934) R.N. Duke Hospital
Instructor in Nursing Supervision

HOLLINSHEAD, WILLIAM HENRY, (1930) B.A., M.S., Ph.D.
Instructor in Anatomy 2313 Englewood Avenue

JARMAN, LAURA MARTIN, (1934) A.B., A.M. Aycock House
Instructor (Part Time) in French

LAXTON, AUGUSTA, (1930) R.N. Nurses Home
Instructor in Nursing Administration and Supervision

LEHMAN, JACOB STAUFFER, (1934) B.S., M.D. Duke Hospital
Instructor in Roentgenology

LEWIS, WILLIAM WHITFIELD, (1934) B.S. in C.E.
Instructor in Engineering 1002 Monmouth Avenue

MARTIN, DONALD STOVER, (1932) A.B., M.D.
Instructor in Medicine University Drive, Rockwood

MCCUTCHEON, ERNEST PARRISH, (1930) D.D.S.
Instructor in Dentistry 1503 Alabama Avenue

*MITCHELL, NICHOLAS PENDLETON, JR., (1934) A.B., A.M., Ph.D.
Instructor in Political Science 112 West Trinity Avenue

MUNYAN, MERRILL CALVIN, (1934) A.B. East Campus
Instructor (Part Time) in History

NELSON, HULDA GERTRUDE, (1930) R.N. Duke Hospital
Instructor in Nursing Administration and Supervision

OATES, MAX OGLESBEE, (1934) A.B., M.D. Duke Hospital
Instructor in Surgery

ORGAIN, EDWARD STEWART, (1934) M.D. Duke Hospital
Instructor in Medicine and Physiology

PERSONS, ELBERT LAPSLEY, (1930) A.B., M.D.
Instructor in Medicine Allenton Apartments, West Trinity Avenue

POOLE, EVERETT BLANKS, (1934) A.B., M.D. Duke Hospital
Instructor in Medicine

PORRO, FRANCIS WALTHOUR, (1931) B.S., M.D.
Instructor in Pathology 1012 Burch Avenue

RANEY, RICHARD BEVERLY, (1934) A.B., M.D. Duke Hospital
Instructor in Orthopedics

RANSON, RUSSELL, (1934) B.S. Southgate, East Campus
Instructor in Electrical Engineering

RIGDON, RAYMOND HARRISON, (1931) B.S., M.D. Duke Hospital
Instructor in Pathology

RUEGSEGGER, JAMES MOORE, (1934) A.B., M.D. Duke Hospital
Instructor in Medicine

* Resigned January 31, 1935.

SMITH, SUSAN GOWER, (1930) A.B., M.A. — Hope Valley
Instructor in Physiology and Pharmacology

STADTHAGEN, HEINZ AXEL, (1934) B.A., A.B. — 703 Watts Street
Instructor (Part Time) in German

THOMAS, WALTER LEE, JR., (1934) A.B., M.A., M.D. — Duke Hospital
Instructor in Obstetrics and Gynecology

TRUESDALE, JAMES NARDIN, (1930) A.B., A.M. — East Campus
Instructor (Part Time) in Greek

WUNSCHEL, MARTHA ANNE, (1934) R.N. — Duke Hospital
Instructor in Nursing Supervision

YOUNG, DAVID, (1934) M.D. — Duke Hospital
Instructor in Neuropsychiatry

ZIV, LOUIS BERNARD, (1934) A.B., M.D. — Duke Hospital
Instructor in Surgery

INSTRUCTIONAL ASSISTANTS

ATWOOD, THEODORE, (1934) A.B., D.M.D. — Arnette Avenue
Assistant in Dentistry

BAYLIN, GEORGE JAY, (1934) A.B. — Duke Hospital
Assistant in Anatomy

BORLAND, ANDREW HOYT, (1934) A.B., LL.B. — 804 Second Street
Assistant in Legal Aid Clinic

BRYSON, EDWARD CONSTANT, (1931)
Assistant in Legal Aid Clinic
307 Faculty Apartments, East Campus

CALLAWAY, JASPER LAMAR, (1933) M.D. — Duke Hospital
Assistant in Medicine

CONSTABLE, ERNEST WILLIAM, (1934) B.S., M.S., Ph.D.
Research Assistant in Biochemistry — Duke Hospital

DAVIS, ROSE, (1934) A.B., LL.B., Ph.D. — Duke University
Assistant in Chemistry

DERIEUX, GEORGE HENRY, (1933) B.S., M.D. — Duke Hospital
Assistant in Obstetrics

DOAK, ALFRED DEADERICK, (1930) A.B., M.D. — Duke Hospital
Assistant in Medicine

FLETCHER, RICHARD VAN, (1933) B.S., M.D. — Duke Hospital
Assistant in Surgery

FREEMAN, CLARENCE DEARBORN, JR., (1933) A.B., M.D. — Duke Hospital
Assistant in Obstetrics and Gynecology

GAY, CHARLES HOUSTON, (1934) A.B., M.D. — Duke Hospital
Assistant in Pediatrics

HASLER, WALTER THALMAN, (1934) A.B., M.D. — Duke Hospital
Assistant in Otolaryngology

HEINITSH, GEORGE, (1932) B.S., M.D. Duke Hospital
Assistant in Surgery

HOOKER, CHARLES WRIGHT, (1934) A.B., A.M., Ph.D. Duke Hospital
Research Assistant in Medicine

JERNIGAN, CHARLTON CONEY, (1934) A.B., A.M. Duke University
Assistant in Greek

JONES, JULIA MARY, (1933) A.B. Duke University
Assistant in Anatomy

JOYNER, AUSTIN LOUIS, (1934) B.S., M.D. Duke Hospital
Research Assistant in Medicine

JOYNER, GEORGE, (1932) B.S., M.D. Duke Hospital
Assistant in Surgery

KLEIN, JAMES RAYMOND, (1934) A.B. Duke Hospital
Assistant in Biochemistry

KONDRITZE, ALBERT, (1934) A.B., M.S. Duke Hospital
Assistant in Biochemistry

MASON, MARY LOCHER, MRS., (1931) Diploma in Fine Arts, Teachers College, Columbia University
Assistant in Education Roxboro Road

MCMILLAN, ROBERT LINDSAY, (1934) M.D. Duke Hospital
Assistant in Medicine

MICHEL, HARRY OSCAR, (1934) B.S. Duke Hospital
Assistant in Biochemistry

MILLER, CHARLES HENDERSON, (1934) A.B., LL.B.
Assistant in Legal Aid Clinic 10 Glenn Apartments

MORROW, ARCH SHERROD, (1934) A.B. Duke Hospital
Assistant in Anatomy

PARRISH, MADISON EDWARD, (1934) B.S., M.D. Duke Hospital
Assistant in Roentgenology

POSTON, MARY ALVERTA, (1930) Duke Hospital
Assistant in Bacteriology

REQUE, PAUL GERHARD, (1933) M.D. Duke Hospital
Assistant in Medicine

SANGER, PAUL WELDON, (1931) A.B., M.D. Duke Hospital
Assistant in Surgery

SCADRON, EUGENE NESTOR, (1934) A.B., M.D. Duke Hospital
Research Assistant in Medicine

SCHIEBEL, HERMAN MAX, (1933) A.B., M.D. Duke Hospital
Assistant in Surgery

SCHULZE, WILLIAM, (1934) B.S. Duke Hospital
Assistant in Anatomy

SHIPP, MARY ELIZABETH, (1932) A.B., M.A. — Duke Hospital
Research Assistant in Anatomy

TWADDELL, VERA CARR, MRS., (1931) A.B. — 707 South Duke Street
Assistant in Education

WANNAMAKER, MARGARET, (1932) A.B. — Duke University
Assistant in Education

WEBSTER, MARGARET DOROTHY, (1934) B.Sc., M.Sc. — Duke Hospital
Assistant in Physiology and Pharmacology

WILKERSON, WILLIAM EDGAR, (1934) B.S., M.D. — Duke Hospital
Assistant in Surgery

WILLIAMS, JARRETT EARL, (1933) M.D. — Duke Hospital
Assistant in Pathology

YAO, KE-FANG, (1934) M.D. — Duke Hospital
Fellow in Bacteriology

INSTRUCTIONAL ASSISTANTS IN PHYSICAL EDUCATION
TRINITY COLLEGE

VOYLES, CARL, B.S. — 1105 Monmouth Avenue
Assistant Director of Physical Education

CALDWELL, HERSCHEL, (1930) — 1 Rollins Apartments
Assistant in Physical Education

CAMERON, EDMUND MCCULLOUGH, (1926) A.B. — 214 Swift Avenue
Assistant in Physical Education

CARD, WILBUR WADE, (1902) A.B. — 1110 Minerva Avenue
Director of the Gymnasium

CHAMBERS, ROBERT LUTHER, (1933) B.S. — 403 Union, West Campus
Assistant in Physical Education

COOMBS, JOHN WESLEY, (1929) B.S. — House DD, 101, Craven Quadrangle
Assistant in Physical Education

CRICHTON, MARSHALL, (1931) — Chapel Hill Road
Assistant in Physical Education

DEAN, DAYTON ROBERT, (1931) A.B. — 403 Union, West Campus
Business Manager of Athletics

GERARD, KENNETH, (1931) B.S. — 2101 University Drive
Assistant in Physical Education

HAGLER, ELLIS, (1930) — 7 Powe Apartments, Buchanan Road
Assistant in Physical Education

HARDISON, MARY, R.N. — West Campus Infirmary
Resident Nurse

HENDRICKSON, HORACE, (1934) — West Campus
Assistant in Football

PERSONS, WALTER, (1930) — West Campus
Assistant in Physical Education

ROGERS, THOMAS, (1934) — West Campus
Assistant in Football

SAUNDERS, CORINNA, R.N. — West Campus Infirmary
Resident Nurse

WAITE, ALEX, (1931) A.B. — Pinecrest Road
Assistant in Physical Education

WARREN, ADDISON, (1931) A.B.
Assistant in Physical Education

INSTRUCTIONAL ASSISTANTS IN PHYSICAL EDUCATION
THE WOMAN'S COLLEGE

CHATNEUFF, VIVIAN MOIZE, MRS. (1928) A.B.* — Powe Apartments
Instructor in Physical Education

CIRCLE, ELIZABETH, (1932) A.B., M.S. — 806 Third Street
Instructor in Physical Education

LEWIS, MARTHA MODENA, (1933) B.S. — 806 Third Street
Instructor in Physical Education

RAMSEY, SARAH WRAY, R.N. — East Campus Infirmary
Resident Nurse

VESTAL, MOZELLE, R.N. — East Campus Infirmary
Resident Nurse

**WYCHE, ALMA VIRGINIA, (1930) A.B.
Instructor in Physical Education

FELLOWS AND GRADUATE ASSISTANTS

HONORARY FELLOW

Opp, Carl Joseph — Biochemistry — 1025 Gloria Ave.
A.B., Miami; A.M., Ph.D., University of Cincinnati

INDUSTRIAL RESEARCH FELLOWS

Darkis, Frederick Randolph — Chemistry — 2114 Club Blvd.
B.S., M.S., Ph.D., University of Maryland

Dixon, Lawrence F. — Chemistry — 916 Monmouth Ave.
A.B., Trinity College

McLean, Ruth — Chemistry — 1022 Monmouth Ave.
A.B., N. C. C. W.

Baisden, Louis A. — Chemistry — C-06
B.S., Alabama Polytechnic Institute

* Degree to be conferred 1935.
** On leave, 1934-1935.

UNIVERSITY FELLOWS

Bennett, Walter Hartwell — Political Science — 1000 Lamond Ave.
A.B., University of Richmond

Bloom, Leonard — Sociology — 307 House B
B.S., A.M., Boston

Brandt, Bartholomew Brandner — Zoölogy — 1012 Alabama Ave.
B.S., Mississippi State; A.M., Duke

Brody, Leon — Education — 1214 Sixth St.
A.B., M.S., College of the City of New York

Bryan, Jack Yeaman — Philosophy — 1811 Chapel Hill Rd.
A.B., A.M., University of Arizona

Carney, James Joseph, Jr. — Economics — 302 Southgate
A.B., A.M., Harvard

Cleaves, Alden Parker — Physics — 204 House C
A.B., A.M., Boston

Comer, David Blaine, III — English — 203 House C
A.B., A.M., Tulane

Davis, Charles Shepard — History — 121 Epworth
B.S., M.S., Alabama Polytechnic Institute

Dearborn, Donald Curtis — Mathematics — 1012 Urban Ave.
A.B., Hastings; A.M., University of Nebraska

Drew, Fraser Bragg — Latin — Myrtle Drive
A.B., University of Vermont

Farioletti, Marius — Economics — 1007 Lakewood Ave.
B.B.A., University of Chattanooga; A.M., Oberlin

Hardin, Rector Roemilt — Economics — 1700 Duke Univ. Rd.
A.B., Berea; A.M., Duke

Harkema, Reinard — Zoölogy — 204 Watts St.
A.B., Calvin

Harwell, George Corbin — English — 900 Dacian Ave.
A.B., A.M., Duke

Heckman, Oliver Saxon — History — 1001 Watts St.
A.B., Lebanon Valley; A.M., University of Illinois

Hobbs, Marcus Edwin — Chemistry — 01 House V
A.B., A.M., Duke

Kates, Kenneth Casper — Zoölogy — 204 Watts Street
A.B., St. Stephen's; A.M., Duke

Luthin, Reinhard Henry — History — 206 House C
A.B., A.M., Columbia

McCain, William David — History — 611 Watts St.
B.S., Mississippi Delta State Teachers College; A.M., University of Mississippi

Martin, Willard Edgar, Jr. A.B., Boston; A.M., Harvard	English	718 Vickers Ave.
Miller, William Taylor, Jr. A.B., Duke	Chemistry	05 House W
Rose, Jesse Lee A.B., College of Charleston; A.M., Duke	Greek	804 Third St.
Whitenfish, Abe Irving B.S., University of Richmond; A.M., Duke	Chemistry	04 House C
Wynne, Robert Baker A.B., A.M., College of William and Mary	English	1026 Monmouth Ave.

GRADUATE ASSISTANTS

Altland, Paul Daniel, Jr. B.S., Gettysburg	Zoölogy	204 Watts St.
Andrews, Henry Lucian A.B., A.M., Duke	Sociology	2105 Club Blvd.
Bates, Roger Gordon B.S., Massachusetts State College	Chemistry	107 House H
Billings, William Dwight A.B., Butler	Botany	302 House X
Clarkson, Helen Elizabeth B.S., Creighton	Mathematics	1030 W. Trinity Ave.
Crain, Stephen Dodge A.B., A.M., Indiana	Political Science	103 House C
Culbreth, Sarah Elizabeth A.B., Duke	Zoölogy	304 Aycock
Doering, John Frederick A.B., University of Western Ontario	English	206 Watts St.
Dusseau, John LaFontaine A.B., Haverford	English	2100 Englewood Ave.
*Eckard, Edwin Woodrow A.B., Marshall; A.M., Duke	Economics	103 House A
Eggers, Graydon Poe A.B., Carson-Newman; A.M., Duke	English	203 House B
Eidson, John Olin A.B., Wofford; A.M., Vanderbilt	English	108 House B
Flinn, Lawrence A.B., University of North Carolina; A.M., Duke	Philosophy	3 The Glen Chapel Hill, N. C.
Foerster, Alma Pauline A.B., Holyoke; A.M., Smith	History	207 Aycock

* A.M. to be conferred June, 1935.

Garner, Samuel Paul A.B., A.M., Duke	Economics	2109 Chapel Hill Rd.
*George, Theodore Samuel B.S., Grove City	Mathematics	1012 Urban Ave.
Graff, Harry A.B., A.M., University of Cincinnati	English	2323 Englewood Ave.
Hamilton, William Baskerville, Jr. A.B., A.M., University of Mississippi	History	121 Epworth
Hard, Walter Leon A.B., Albion	Zoölogy	204 Watts St.
Hendrixson, Philip Roe A.B., Grinnell	Chemistry	306 House C
Hiatt, Edwin Peelle A.B., Wilmington; A.M., Haverford	Zoölogy	204 Watts St.
Hoban, Charles Francis, Jr. Ph.B., Dickinson; A.M., Duke	Education	Cornwallis Road
Jacokes, James Warner, Jr. B.S., Union	Chemistry	04 House C
Jaffe, David A.B., Duke	English	704 Roxboro St.
Jordan, Thomas Earl B.S., Atlantic University; M.S., University of Richmond	Chemistry	306 House C
Levin, Jacob A.B., Duke	Economics	309 Canal St.
McCallie, Robert Lewis A.B., Davidson	English	103 House B
MacColl, Sylvia Hazelton A.B., A.M., Smith	Psychology	1100 Ninth St.
McCord, William Fletcher A.B., Mercer	Psychology	1104 Watts St.
McCurdy, Harold Grier A.B., Duke	Psychology	403 Cook St.
McCutcheon, Frederick Harold B.S., M.S., North Dakota State College	Zoölogy	819 Third St.
McManus, Mary Idolene A.B., Coker; A.M., University of South Carolina	Zoölogy	211 Aycock
Markham, Eleanor Mallory A.B., Duke	Mathematics	204 N. Dillard St.
Martin, Stuart Thompson, Jr. B.S., Massachusetts Institute of Technology	Physics	1100 Ninth St.

* Appointed February 1, 1935.

*Oliver, Henry Madison, Jr. A.B., Southwestern	Economics	1506 Duke Univ. Rd.
Parker, Enid Rifner A.B., University of Chattanooga; A.M., Duke	Latin	104 Aycock
Parler, Mary Celestia A.B., Winthrop; A.M., University of Wisconsin	English	1023 Gloria Ave.
Pratt, Joseph Gaither A.B., A.M., Duke	Psychology	409 Cook St.
Rankin, John Stewart, Jr. A.B., A.M., Wesleyan	Zoölogy	216 Epworth
Reed, John Frederick A.B., Dartmouth	Botany	2003 Club Blvd.
Reed, Mildred Gant Stites A.B., Duke	Botany	2003 Club Blvd.
Riddick, Floyd Millard A.B., Duke; A.M., Vanderbilt	Political Science	611 Watts St.
Rintelen, Joseph Charles, Jr. B.S., Brooklyn Polytechnic Institute; M.S., Cornell	Chemistry	2110 Erwin Road
Root, Paul Adelbert A.B., Asbury; B.D., Duke	Sociology	306 House B
Sigmon, Hugh William A.B., Lenoir Rhyne; M.S., North Carolina State	Chemistry	1116 Burch Ave.
Spangler, Helen Virginia A.B., M.S., West Virginia	Botany	205 Aycock
Stuart, Charles Edward A.B., Duke	Psychology	403 Cook St.
Tiffin, Marguerite Emma B.S., University of Washington; M.S., University of Colorado	Zoölogy	205 Aycock
Trawick, Sarah Catherine A.B., Converse	English	104 Aycock
Watson, Karl Brantley, Jr. B.S., A.B., University of Chattanooga	Education	1012 Urban Ave.
White, Gladys Ruth A.B., A.M., Duke	Physics	1623 Erwin Road
**Winton, Lowell Sheridan B.S., Grove City; A.M., Oberlin	Mathematics	1012 Urban Ave.
Zimmerman, Carroll Louis A.B., Miami	Physics	204 House C
Zirkle, George A.B., Tusculum; A.M., Duke	Psychology	818 Sixth St.

* Appointed February 1, 1935.
** Resigned February 1, 1935.

GRADUATE SCHOLARS

Askew, William Clarence A.B., Mercer; A.M., Duke	History	06 House C
Barnes, Annette A.B., Duke	French	1507 Duke Univ. Rd.
*Barnwell, Robert Woodward, Jr. A.B., A.M., University of South Carolina	History	611 Watts St.
Beck, Lewis White A.B., Emory	Philosophy	403 Cook St.
Bishop, Maurice Fugh A.B., Birmingham-Southern	Political Science	108 House B
**Boreman, John George A.B., Duke	Physics	303 House B
Cash, Rosanelle A.B., Duke	French	209 Aycock
Clayton, William Joseph A.B., Southeastern Teachers College	Chemistry	819 Third St.
Dale, William Pratt, II A.B., A.M., Duke	History	300 Monmouth Ave.
**Day, Lyndon Robert A.B., Washburn	Economics	1700 Duke Univ. Rd.
DeMond, Robert Orley A.B., A.M., Syracuse	History	1700 Lakewood Ave.
**Dorsett, Henry Grady, Jr. B.S., Wake Forest	Physics	1602 Lakewood Ave.
Duncan, Wilbur Howard A.B., A.M., Indiana	Botany	206 House C
Gardner, Eugene Elmore A.B., Furman; A.M., University of Chicago	French	719 Chapel Hill St.
Hall, Arthur Ryker A.B., A.M., University of Oklahoma	History	514 McMannen
**Harrison, Charles William A.B., Davidson; A.M., Duke	History	106 House C
Hopkins, John Isaac B.S., Duke	Physics	922 Demerius St.
Jester, Harold Thomas A.B., Furman	Greek	105 House C
Klemm, Frederick Alvin A.B., Dickinson	German	301 House A

* Appointed February 1, 1935.
** Resigned February 1, 1935.

Morgan, Jasper Eugene — Physics — Box 4687, Duke
B.S., Wake Forest; A.M., Duke

Reichenberg, Wally — Psychology — Duke University
Teachers College, Austria; A.M., Boston

Roberts, Beatrice Thelma — Mathematics — 308 Aycock
A.B., Woman's College of the University of North Carolina

Rundlett, Thurman Learoyd — Physics — 102 House C
A.B., Colgate

Stirewalt, Martin Luther, Jr. — Greek — 1000 Lamond Ave.
A.B., Lenoir Rhyne

Vandivere, Edgar Filmore, Jr. — Mathematics — 1012 Urban Ave.
A.B., Emory

Vermont, Albert — French — 203 House C
A.B., Wofford

White, Mary Rebecca — Education — 304 Aycock
A.B., Fairmont State Teachers College

Williams, William Denison — Physics — 205 House C
B.S., M.S., Union

THE UNIVERSITY LIBRARIES

BRANSCOMB, BENNETT HARVIE, A.B., B.A., M.A., Ph.D. — Hope Valley
Director

GENERAL LIBRARY

BREEDLOVE, JOSEPH PENN, A.B., A.M. — 407 Watts Street
Librarian

MALONE, EVA EARNSHAW, A.B., B.S.
Assistant Librarian in Charge of Cataloguing
210 Faculty Apartments, East Campus

MORRELL, ERIC — 1317 Arnette Avenue
Chief of the Order Department

*POWELL, BENJAMIN EDWARD, A.B., B.L.S. — 310 Watts Street
Chief of the Reference and Circulation Departments

ANDREWS, ESTHER RUTH, MRS., A.B. — 612 South Duke Street
In Charge of Accessioning

BAKER, FLORENCE MAY — 918 Lamond Avenue
In Charge of Engineering Library

BOONE, SIDNEY GRANT, A.B. — Q. 210
In Charge of Biology Library

* On leave, 1934-1935.

BLANCHARD, SARAH FERGUSON, A.B., B.S.
Cataloguer 1107 Minerva Avenue

BOYD, MARY ELIZABETH, A.B. 216 Faculty Apartments, East Campus
Assistant in the Order Department

BURCHETTE, KATHRYN, A.B., B.A. in L.S. 1008 Monmouth Avenue
Cataloguer

COUSINS, REBA THURSTON, A.B. 1107 Urban Avenue
In Charge of the Work Room

COVINGTON, LENA, A.B. 1008 Monmouth Avenue
Assistant in the Order Department

CREWS, SUDIE ELIZABETH 1004 West Trinity Avenue
Assistant in the Order Department

EVINS, SARAH ELFORD, B.S., B.A. in L.S. 209 Faculty Apartments
Assistant in Charge of Exchange Catalogue

FRAZIER, ROSE MARIE, A.B., B.S., B.M. 702 Buchanan Road
Assistant in the Reference Department

GARNER, GEORGE LEE, A.B., A.M. 1008 Monmouth Avenue
Cataloguer

GREEN, JANE, A.B., B.A. in L.S. 1004 West Trinity Avenue
Assistant in the Order Department

HIX, EDWIN JONATHAN, A.B. 812 Fourth Street
Assistant in the Circulation Department

ISRAEL, KATE OLA, A.B. West Campus
Cataloguer in Charge of the Chemistry Library

JENSEN, EVELYN, B.S. 216 Faculty Apartments, East Campus
Cataloguer

JOYNER, WILLIAM EPPIE, A.B. 2002 Club Boulevard
In Charge of Reserve Book Room

KEEN, EUNICE, A.B., B.A. in L.S. 1109 Minerva Avenue
Cataloguer

KETRING, RUTH ANNA, A.B., A.M.
In Charge of Manuscripts 208 Faculty Apartments, East Campus

LOOS, LOUISE, A.B. 208 Faculty Apartments, East Campus
Assistant Cataloguer

*MALONE, EVA CANDLER, A.B. 804 Third Street
Cataloguer

MERRITT, GERTRUDE, A.B. 2 Bickett Apartments
Assistant in the Order Department

MORGAN, KATHERINE, MRS., A.B. Hillsboro, N. C., Route 3
In Charge of the Physics Library

* On leave, 1934-1935.

MYERS, MILDRED FLORENCE, A.B., B.S. in L.S. — 704 Buchanan Road
Cataloguer

OYLER, HELEN, A.B., B.S. in L.S. — 704 Buchanan Road
Cataloguer

PARKER, WIXIE ELMA, A.B., B.S. in L.S. — 303 Erwin Apartments
Chief of the Periodical Department

PRATT, ELLIS CARL, A.B. — 409 Cook Street
Assistant in Circulation Department

RAMAGE, MARY ALLENE, A.B., B.A. in L.S. — 901 Fifth Street
In Charge of Newspapers

ROSE, ETHEL ABERNATHY, MRS., A.B. — 804 Third Street
Cataloguer

SEABOLT, RUTH, A.B. — 14 Faculty Apartments, East Campus
Cataloguer

SMITH, BURKE MCGUIRE, A.B. — 819 Sixth Street
Assistant in Reference Department

STARLING, MARY LEE, A.B., A.M. — 813 Buchanan Road
In Charge of the Graduate Reading Room

STROUD, PEGGY ANNE, A.B. — 901 Mangum Street
Secretary to the Director

TATUM, WILLIAM GILCHRIST, JR., A.B. — Duke Station
Assistant in the Periodical Department

UPCHURCH, NELLIE GREY, B.A., B.S. — 112 Buchanan Road
Cataloguer

WESCOTT, MARY, A.B., B.S. — 1008 Monmouth Avenue
First Assistant in the Cataloguing Department

WILKERSON, LULA HUNT, MRS. — 813 Buchanan Road
Secretary to the Librarian

WOODALL, EVA AVERY, A.B. — 901 Fifth Street
In Charge of the Reading Room, School of Religion

WOMAN'S COLLEGE LIBRARY

GRIGGS, LILLIAN BAKER, MRS., B.A. in L.S. — 1011 Dacian Avenue
Librarian

BALDWIN, GRAYSON, A.B., B.S. — 904 Vickers Avenue
Chief in the Order Department

GRANT, ETTA BEALE, A.B., B.S. — 1008 Monmouth Avenue
Assistant Librarian in Charge of Cataloguing

HARRISON, EVELYN JENNINGS, A.B., B.S. in L.S. — 806 Third Street
Assistant Cataloguer

MONTGOMERY, MARGARET ELIZABETH, A.B.
Chief of the Reference and Periodical Departments
205 Faculty Apartments, East Campus

RIGSBEE, CLARA WARD, A.B. — Duke University Road
Chief in the Circulation Department

SPENCE, MARY ELIZABETH, A.B. — 806 Third Street
Assistant Cataloguer

TUDOR, FRANCES, A.B. — 1107 Minerva Avenue
Assistant in Circulation Department

LAW LIBRARY

ROALFE, WILLIAM ROBERT, LL.B. — 1009 Lakewood Avenue
Librarian

COVINGTON, MARY SIMMONS, A.B., LL.B.
Research Librarian — 203 Erwin Apartments

DAY, KATHERINE, B.S. — 1010 Gloria Avenue
Assistant Cataloguer

LONG, MARIANNA, A.B., B.A. in L.S. — 1025 Monmouth Avenue
Head Cataloguer

WALKER, ANNIE CARPENTER, MRS. — 2121 West Pettigrew Street
Secretary to the Librarian

DUKE HOSPITAL LIBRARY

FARRAR, JUDITH, A.B., B.L.S.
Librarian — 117 Faculty Apartments, East Campus

UNIVERSITY CHAPEL

HICKMAN, FRANKLIN SIMPSON, A.B., A.M., S.T.B., Ph.D.
Preacher to the University — Buchanan Road

RUSSELL, ELBERT, A.B., A.M., Ph.D. — 811 Vickers Avenue
Preacher to the University

BARNES, JAMES FOSTER, A.B., A.M. — 113 Watts Street
Director of Choral Music

BREES, ANTON (1932) — West Campus
University Carillonneur

BROADHEAD, EDWARD HALL, (1933) A.B., A.M. — A. 201 Duke University
University Organist

PHYSICAL EDUCATION AND STUDENT HEALTH

SPEED, JOSEPH ANDERSON, M.D. 913 Dacian Avenue
Director of Student Health

WADE, WALLACE, A.B. West Campus
Director of Physical Education, Trinity College

GROUT, JULIA REBECCA, A.B., M.S.
104 Faculty Apartments, East Campus
Director of Physical Education, Woman's College

SOCIAL AND MUSICAL ACTIVITIES

WILSON, MARY GRACE, A.B. Brown House
Social Director of the Woman's College,
Head of Brown House

BARNES, JAMES FOSTER, MRS. 113 Watts Street
Director of the Woman's College Musical Clubs

PEMBERTON, MARY NORCOTT, MRS. Kilgo Quadrangle, West Campus
Hostess, West Campus Union

ANDERSON, ELIZABETH, A.B., A.M. Bassett House
Assistant to the Dean of the Woman's College,
Head of Bassett House

BARNES, EVELYN, A.B. Alspaugh House
Assistant Social Director of the Woman's College,
Head of Alspaugh House

CHAMBERLAIN, HOPE SUMMERELL, MRS., Litt.D. Pegram House
Head of Pegram House

HARRELL, MARGARET GERTRUDE, A.B. Aycock House
Head of Aycock House

KESTLER, MARY, A.B. Jarvis House
Head of Jarvis House

*LEFTWICH, GEORGE ELLETT 8 Powe Apartments, Watts Street
Director of the College Orchestras and Band

TAYLOR, HARRIET, MRS. Giles House
Head of Giles House

* On leave, 1934-1935.

GENERAL STATEMENT

Duke University offers in Trinity College and the Woman's College three academic degrees for undergraduate work: bachelor of arts, bachelor of science, and bachelor of science in civil, electrical, or mechanical engineering. Ten groups of studies lead to the degree of bachelor of arts, and two groups of studies lead to the degree of bachelor of science. These groups are designated by Roman numerals in the order in which they are described. For a description of these groups, see the section below in this catalogue under the topic, "Groups of Studies for the Degree of Bachelor of Arts."

For a description of the groups of studies leading to the degree of bachelor of science, see the section below in this catalogue under the topic, "Groups of Studies for the Degree of Bachelor of Science and Bachelor of Science in Civil, Electrical, or Mechanical Engineering."

TRINITY COLLEGE

Trinity College is the undergraduate college for the men of Duke University and is situated on the West Campus along with the Graduate School of Arts and Sciences, the School of Law, the School of Medicine, and the School of Religion. The Department of Engineering is situated on the East Campus, apart from the Woman's College.

The regulations governing the undergraduate men of Trinity College are published in subsequent sections of this catalogue.

THE WOMAN'S COLLEGE OF DUKE UNIVERSITY

The Woman's College of Duke University is a college of arts and sciences within the University which provides for the instruction of undergraduate women as Trinity College provides for the instruction of undergraduate men.

In September, 1930, the East Campus, a hundred and twenty acres in extent, with a well-equipped plant including twelve new buildings, was given to the women, thus offering the advantages of a separate college for women with its own

distinct life and at the same time, through the close association with the larger University life, preserving some of the best features of co-education. It is the aim of the College to make it possible for a woman to take all of her work, if she so wishes, on the woman's campus. However, all courses in the University are open to qualified women students, and they may enter courses given on the West Campus which are not given on the East.

The East or woman's campus is situated about a mile and a quarter from the West Campus. There is a private road connecting the two. For those members of the faculty and students who do not wish to walk or use private methods of conveyance, buses run at frequent intervals and at special rates. Resident undergraduate women are not allowed to have automobiles with them at college.

The teachers of the College, many of whom teach also in Trinity College, are members of the University faculty and are selected in coöperation with the several departments of instruction just as in the case of teachers for Trinity College, thus assuring a uniform educational standard. Graduates of the Woman's College, as graduates of all other colleges and schools within the University, receive their degree from Duke University.

Residence Houses. Five new dormitories built especially for women and newly and attractively furnished were opened in September, 1930. Serving as a center for the social life of the house there are a large living-room and three small reception rooms. In addition, there are two well-equipped older dormitories.

All undergraduates from out of town are required to live in the residence houses; no student under twenty-one is permitted to live in the town unless with near relatives. An older woman who wishes to live in town may make special arrangements with the Dean. Graduate students are welcomed in the dormitories, and special regulations are made for their convenience.

The Union. Connected with the dormitories by arcades is the Union, which includes dining-rooms for students and faculty, a lounge, and other rooms for various student activities. Because of the large number of those served at the Union din-

ing hall it is not possible to arrange special diets for individual students. Special diet for the sick is served in the infirmary.

The Library. The Woman's College Library, a beautiful building especially for the use of undergraduate women, contains all books for freshmen and sophomore work, many books for more advanced study, and material for general reading. For research and for certain advanced courses the students use the University Library on the West Campus. An attractive feature of the library is the Booklovers' Room, comfortably furnished, where on open shelves students may find the newest books in various fields.

ADMISSION TO COLLEGE

GENERAL REGULATIONS

Admission to Trinity College and to the Woman's College of Duke University is on a selective basis, dependent upon the ability, attainments, and character of the applicant. No student is admitted until the Council on Admissions has received for him a scholastic record from school or college, a certificate of vaccination and of good health, and satisfactory evidence of good character and ability. A personal interview with each applicant is regarded as desirable. This is of advantage not only to the Council but also to the applicant, since it enables him to acquaint himself to some extent with the University and to discuss possible courses of study.

Certain days are announced in the University Calendar each year for the registration, classification, and sectioning of students. Those students who are admitted later than the dates announced must pay to the Treasurer five dollars additional for the privilege of matriculation.

Since the enrollment in the undergraduate colleges is limited an early application is desirable. Application blanks will be sent upon request, and they should be returned as soon as possible.

All correspondence relating to admission of men should be addressed to the Secretary of Duke University, Duke Station, Durham, North Carolina; and all correspondence relating to the admission of women should be addressed to the Dean of the Woman's College, College Station, Durham, North Carolina.

UNITS OF ADMISSION

The academic requirements for admission are defined in terms of units. A unit of credit is allowed for a subject of study pursued throughout an academic year at an accredited secondary school, if the course has demanded five recitations a week and the prescribed amount of work has been completed satisfactorily. Credit for fifteen units is required for admission.

The subjects in which this credit may be offered and the maximum amount of credit acceptable in each subject are given in the following table:

	UNITS		UNITS
English	4	Botany	1
Latin	4	Zoölogy	1
Greek	3	General Biology	1
German	3	Physical Geography	1
French	3	General Science	1
Spanish	3	Sociology	1
Mathematics	4	Agriculture	2
History and Civics	4	Mechanical Drawing	2
Physics	1	Woodworking, Forging, and Machine Work	2
Chemistry	1	Household Economics	2
Art	1	Commercial Subjects	3
Economics	1		

For a detailed explanation of the units in the table above, see the definitions as set forth by the Southern Association of Colleges and Secondary Schools and other Regional Associations.

ADMISSION BY CERTIFICATE

Applicants able to submit certificates of proficiency from accredited schools in subjects accepted for admission to the freshman class will be admitted without examination. These certificates must be properly made out on the regular blanks furnished by the University, signed by the principal of the school from which the applicant comes, and presented before or at the opening of the academic year. The applicant must have completed the course of the school from which he comes.

At least twelve of the fifteen units required for admission must come from the following:

	UNITS		UNITS
English	3 to 4	Science	1 to 4
Mathematics	2½ to 4	Foreign Language	2 to 6
History and Social Studies	1 to 4		

These twelve units must include three in English and two and one-half in mathematics. The units in mathematics must include algebra through quadratics and plane geometry.

The three additional units necessary to make the required fifteen may come from the list above or from the larger table of units of admission.

ADMISSION BY EXAMINATION

Students who present fifteen units for admission from schools not accredited by the University, are required to validate their units by entrance examinations and such other tests as the University may prescribe.

Students who have not the required units in English or in mathematics but who are otherwise acceptable must, before admission, clear this deficiency by examinations.

ADMISSION TO ADVANCED STANDING

Students may be admitted to advanced standing from other approved institutions under the following conditions: all applicants must have fulfilled the equivalent of the requirements for admission to the freshman class, must present official certificates of all work done in other institutions, and have honorable dismissal from the institutions they previously attended.

Applicants for advanced standing should present, so far as possible, subjects corresponding to those required at Duke University. Students admitted to advanced standing may not during their first semester elect more than the minimum number of hours required of the class which they enter except by permission of the Dean. Further, in addition to other requirements, a minimum of one full year in residence at Duke University with the satisfactory completion of at least thirty semester-hours of work approved for seniors, with an average grade of "C," is required of all candidates for the bachelor's degree.

Students enrolling for the bachelor's degree who transfer from junior colleges or from four-year colleges not affiliated with the Southern Association, or a similar regional association, are under all circumstances required to continue for at least one semester in Trinity College and in the Woman's College the foreign language they present for minimum graduation requirements.

Students who have transferred from junior colleges or from four-year colleges not affiliated with the Southern Association, or a similar regional association, must present laboratory notebooks in all science courses that are offered for advanced credit.

Students who have transferred from other colleges must, in order to make their provisional classification final, pass during

their first year of residence not less than the equivalent of four year courses with an average grade of "C" or higher.

The date for the registration and classification of students with advanced standing from other institutions is announced in the University Calendar. Students who are admitted later than this date are required to pay to the Treasurer five dollars additional for the privilege of matriculating.

FRESHMAN WEEK

The week immediately preceding the opening of college is set aside for the induction of freshmen. During this period health examinations, psychological tests, and placement tests are given, on the basis of which freshmen are sectioned in English, mathematics, and foreign languages. The freshmen are divided into groups for instruction in the use of the library, in the regulations of the student body, and in all matters pertaining to the adjustment of the individual to a new environment. Attendance upon these exercises is required of all freshmen.

SPECIAL STUDENTS

Students of mature age may, upon approval by the Dean, be admitted as special students and allowed to enroll for such work as they are prepared to carry.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

GENERAL REGULATIONS

The requirements for the degree of bachelor of arts are designed to give the students such training in certain fundamental subjects as is essential for intelligent, educated citizens. The requirements also provide the opportunity for as wide an election as possible from courses of study which are both interesting and practically helpful in connection with vocations the students plan later to pursue.

Credit for one hundred and twenty-two semester-hours, on which an average grade of "C" must be made, is required for the degree of bachelor of arts in all groups. In addition to these requirements all candidates for the bachelor of arts must complete, with an average grade of "C" or better, physical education to the equivalent of six semester-hours. In Trinity College the physical education requirement is completed by the end of the sophomore year; in the Woman's College, by the end of the junior year.

The Faculty has authorized the groups of studies below for the guidance of students in selecting the work required for graduation. A student is free to choose any group he may desire. The several groups are designed to be of special value in a chosen profession and at the same time to provide a well-balanced course of study. Some of the work in each group is left entirely to the choice of the student. With the approval of the Dean a student may at any time transfer from one group to another. In such transfers, work done in one group and not prescribed in the other will count as general elective credit in the group to which the transfer is made, but all work prescribed in the new group must be completed before the student can be graduated.

No student is permitted to take less than fourteen semester-hours of work without special permission from the Dean; to take more than the normal load of work (fourteen to seventeen semester-hours) unless his average grade in the preceding

semester is higher than "C"; or, under any conditions, to take more than nineteen semester-hours of work, exclusive of required physical education.

On or before May 1 of each year every student is required to designate the group in which he plans to graduate and to arrange his program of courses for the ensuing year. All students, when choosing courses, are urged to seek the advice of instructors in whose departments they expect to receive instruction. No course card is valid until it has the approval of the Dean.

SPECIAL REGULATIONS

The following special rules applying to the selection of courses are authorized by the Faculty:

Candidates for the degree of bachelor of arts whose courses of study permit may elect work from the following subjects: engineering, not to exceed eighteen semester-hours; forestry, not to exceed eighteen semester-hours. The courses elected must be those approved by the Council on Undergraduate Instruction as appropriate for the bachelor of arts degree and published in the *Bulletin of Undergraduate Instruction.* The classification of these courses, as they affect divisions of concentration and restricted electives, is left to the student's major adviser and to the Dean.

No senior may take for graduation credit any course primarily open to freshmen; and no junior may take for graduation credit more than one course primarily open to freshmen. A list of these courses is published in the *Bulletin* under "Courses of Instruction."

Not more than one course of six or eight semester-hours of credit in final fulfillment of the requirements for the degree of bachelor of arts in Duke University may be done in another institution of approved standing, and this course must first be approved by the head of the department concerned and by the Dean.

MINIMUM UNIFORM REQUIREMENTS FOR ALL GROUPS

The following requirements are authorized for all groups:

	S.H.
English Composition*	6
Natural Science**	8
Economics, History, or Political Science***	6
Foreign Language****	12-18
Religion	6

Of these minimum requirements, at least three courses, including English and foreign language, should be taken in the freshman year, and all of them, except foreign language and religion, by the end of the sophomore year.

The courses primarily open to freshmen and the courses that will satisfy the requirements in history, science, and religion are listed under "Courses of Instruction."

GROUPS OF STUDIES FOR THE DEGREE OF BACHELOR OF ARTS

GROUP I

General

This group is based on the traditional requirement for the degree of bachelor of arts. Students who choose it are required to complete the minimum uniform requirements for graduation; forty-two semester-hours in a division of concentration; eighteen semester-hours of restricted electives in the other divisions; and free elective work sufficient to complete, with an average grade of "C," the one hundred and twenty-two semester-hours

* This requirement is normally met by the completion of English 1-2. However, a freshman who satisfies the Department of English of his superior ability in composition may substitute another English course for English 1-2.

** A student who does not present for entrance an acceptable unit of science must take sixteen semester-hours of science for graduation.

*** A student who does not present for entrance two acceptable units of history (exclusive of other social science work) must take history as his required work; otherwise, he may fulfill this requirement in any one of the three subjects.

**** A student must pursue a language through the equivalent of the third college year, and he must gain at least twelve hours of credit in this language in college. Thus, a freshman able to enter the second college year of a language he has pursued in secondary school may complete his language requirement in two years; and if he is able to enter the third year of that language, he must still continue it for two years in order to gain his twelve hours. If he desires to study a language in which he does not present two entrance units, he enters the first year of the language and completes his requirement in three years. However, if a freshman presents for entrance four units of Latin, he may satisfy his language requirement by taking two years of Greek instead of two years of Latin.

necessary for graduation. The departments of instructions, for purposes of concentration, are grouped in three divisions:

Humanities: English, Fine Arts, German, Greek, Latin, Philosophy, Romance Languages.

Social Science and History: Economics, Political Science, Education, History, Religion, Sociology.

Mathematics, Psychology, and Natural Science: Biology, Chemistry, Mathematics, Physics, Psychology.

The forty-two semester-hours in the division of concentration must be distributed as follows: eighteen to twenty-four semester-hours in a major department and eighteen to twenty-four semester-hours in at least two other departments of the same division, with a minimum of six semester-hours in each department. If only eighteen hours of work is taken in the major department, this work must not include any course primarily open to freshmen.

For purposes of concentration certain courses listed in the same department are reckoned as being in different departments; namely, courses in French and Spanish. Further, a student taking his major work in English literature may count courses in English composition, dramatic technique, or public speaking as part of his restricted elective in the same division.

The eighteen semester-hours of restricted electives must be taken in one or both of the divisions not chosen for concentration, with a minimum of six semester-hours each in any two departments of these divisions.

The remaining hours necessary for graduation, after the minimum uniform requirements, the division of concentration, and the restricted electives are satisfied, are open as free electives. These hours may vary from seven to twenty-four, but with most students they will probably be fifteen to twenty-one. For this work the student may elect any courses in which he is interested, provided he may not elect more than eight semester-hours in his major department and provided he is qualified for admission to them.

On or before May 1 of each year every freshman in the general group should designate his division of concentration and his major department, and arrange under the guidance of an

instructor in the major department his program of studies for the following year. The student is at liberty to choose for his counsellor any instructor in his major department who gives advanced courses. He should obtain the instructor's written approval of all courses selected in the division of concentration before submitting his program to the Dean for final action. In like manner, upperclassmen will re-check their courses in their divisions of concentration each year with representatives of their major departments.

GROUP II

BUSINESS ADMINISTRATION

This group is designed for students who enter college with the purpose of engaging in some form of business activity after graduation. The required work consists of the minimum uniform requirements and the courses specified below.

The following arrangement of specified courses is recommended for students electing this group:

Freshman Year:	Economics A-B, Mathematics 3-4.
Sophomore Year:	Economics 51-52 and 57-58.
Junior Year:	Economics 143-144, 105-158 (or 171-172), Political Science 101-102, Psychology 101.
Senior Year:	Economics 203-204, six additional hours of Economics approved for seniors, Business Law 181-182.

At least twelve semester-hours of the electives must be chosen from departments other than that of Economics and Business Administration.

All elective work in economics or political science must be approved in writing by some instructor offering advanced work in the department.

GROUP III

RELIGION

This group is designed for students who plan to enter the ministry or other religious work as a vocation after graduation. The required work consists of the minimum uniform requirements and the courses specified below.

The following arrangement of specified courses is recommended for students electing this group:

Freshman Year: Religion 1-2.
Sophomore Year: Religion (6 hours), Economics 51-52 or Political Science 101-102, English Literature (6 hours).
Junior Year: Religion (6 hours), Psychology* (6 hours).
Senior Year: Religion** (12 hours), Sociology (6 hours), Philosophy (6 hours).

GROUP IV

PRE-MEDICAL

This group is designed for students who intend to pursue the study of medicine after graduation from college. The required work consists of the minimum uniform requirements and the courses specified below. German, including course 107-108, is the required foreign language in this group. Any one of the elementary courses in science specified below will fulfill the minimum uniform requirement in science.

The following arrangement of specified courses is recommended for students electing this group:

Freshman Year: Chemistry 1-2, Mathematics 3-4, Zoölogy 1-2.
Sophomore Year: Chemistry 61-70 or 151-152, Physics 3-4, Zoölogy (4 hours).
Junior Year: Chemistry 151-152 (if not taken in the sophomore year), Zoölogy (4 hours recommended).
Senior Year: Laboratory Science (14 hours), Psychology (6 hours).

GROUP V

COLLEGE TEACHING

This group is designed for students who plan to do work in a graduate school and teach in college. The required work consists of the minimum uniform requirements and the work specified below:

French and German through the second year of college work. Since one of these languages may be taken through the third year of college work to satisfy the minimum uniform requirements, only the one not taken thus must be chosen to meet the conditions of this group.

Twenty-four semester-hours of work in the major subject,

* Three semester-hours must be in Psychology 101.
** Not more than six semester-hours of electives may be taken in the Department of Religion.

exclusive of work in the subject offered primarily for freshmen; twelve semester-hours of work in related subjects approved by the student's departmental adviser; twelve semester-hours in education, philosophy, and psychology, or in any one, not including any courses in secondary or elementary school methods.

Elective work, not to be taken in the major department, sufficient to complete the one hundred and twenty-two semester-hours necessary for graduation.

At least twelve semester-hours of the work taken in the senior year must be in courses open only to seniors and graduates.

GROUP VI

PUBLIC SCHOOL TEACHING

This group is designed for two classes of students: (A) those who plan to teach in secondary schools; (B) those who plan to teach in elementary schools.

The required work consists of the minimum uniform requirements and the requirements listed under one of the classes below, according as the student expects to teach in a secondary school or in an elementary school.

CLASS A: SECONDARY SCHOOL TEACHING

Students in this class are required to take:

Eighteen semester-hours in education, of which three semester-hours may be in general psychology. The work in education must include three semester-hours in directed observation and practice teaching, three semester-hours in educational psychology, and three semester-hours in secondary education.

Six semester-hours, three each, in materials and methods, in two fields of high school teaching.

Work in the subject matter of the two subjects the student intends to teach, sufficient to satisfy the minimum requirements as listed in the table below:

English, twenty-four semester-hours, to include the six of required work in composition, six in English literature, and six in American literature.

French, eighteen semester-hours, based on the usual two units for admission.

German, Spanish, and Greek, the same requirements as for French.

History, eighteen semester-hours, including six each in American, ancient and medieval, and modern European history, and six semester-hours of economics or political science. It is recommended to prospective teachers of history and related subjects that they take elective work in sociology, geography, and at least a semester each in economics and political science.

Latin, eighteen semester-hours, based on the traditional four units for admission.

Mathematics, fifteen semester-hours.

Physical Education, twelve semester-hours.

Science, thirty semester-hours, including elementary courses in biology, chemistry, physics, and geography or geology.

A student may prepare to teach only one high-school subject by taking a major of twenty-four semester-hours in that subject (Physical Education excepted) in addition to the general required work in Class A, the required work in education and psychology, and the specifically required work in directed observation and materials and methods in the subject chosen.

Elective work sufficient to complete the one hundred and twenty-two semester-hours for graduation. It is recommended that the elective work be chosen in the two subjects the student is preparing to teach and in the division of social science, provided the total amount of work taken in any department may not exceed the total allowed in Group I.

Students who are preparing to teach are warned to read carefully the certification rules of the state in which they are going to teach and to advise fully with the Dean before electing courses in subjects they are preparing to teach. They are further warned to take their professional courses in the order outlined by the Department of Education, reserving for their senior year courses in materials and methods and in directed observation and practice teaching.

At least twelve semester-hours of the work in the senior year must be in courses open only to seniors or to seniors and graduates.

CLASS B: ELEMENTARY SCHOOL TEACHING

Students in this class conform to the general requirements of Group I. Education is treated as a major department, and the social science division as the division of concentration. In

addition to the general requirements of Group I, the following specific requirements must be met:

	S.H.
English	3 or 6
American History and Government	6 or 9
Geography	6
Physical Education and Hygiene	6

These special requirements are reckoned in each case as a part of the appropriate division of concentration. The student in Class B should take Education 8 in the first semester of his freshman year and advise with the department as to an appropriate course for the spring semester. In all other particulars his course follows the general group for the first year.

The following arrangement of courses is recommended for freshmen entering the teaching group. The work for the following years will be arranged by the Department of Education.

FRESHMAN YEAR

	S.H.
English	6
Foreign Language	6
Science	8
History or elective*	6
Education or elective**	6
	32

GROUP VII

PRE-LEGAL

This group is designed for students who expect to study law after graduation. The required work consists of the minimum uniform requirements and the courses specified below.

The following arrangement of specified courses is recommended for students electing this group:

Freshman Year: History 1-2.
Sophomore Year: Economics 51-52, History 91-92.
Junior Year: Political Science 101-102, English 151-152 (3 or 6 hours), Psychology (3 or 6 hours).
Senior Year: Economics (6 hours from courses approved for seniors), History 123-124.

* History is an alternate with economics in the minimum requirements when the student presents two units of history for admission.

** Students in Class B should take Education 8 the first semester and follow it with the course approved by the Department of Education the second semester; students in Class A may follow the same plan or take any of the electives authorized for the general group.

The electives in this group should be taken so as to conform as nearly as possible to the general plan of concentration, with economics, political science, philosophy, psychology, history, and law listed as preferred subjects. However, not more than eighteen semester-hours, in addition to required work, may be taken in any one of these subjects.

At least twelve semester-hours of the electives in the senior year must be senior-graduate courses.

GROUP VIII

Social Service

This group is designed for students who purpose after graduation to pursue studies in order to engage in practical social welfare work, such as family welfare, child welfare, public welfare, probation and parole, and similar forms of neighborhood and community work. The required work consists of the minimum uniform requirements and the courses specified below. Zoölogy is recommended for the required course in science.

The following arrangement of specified courses is recommended for students electing this group:

Freshman Year:	History 1-2.
Sophomore Year:	Economics 51-52, Sociology (6 hours).
Junior Year:	Philosophy (6 hours), Political Science (6 hours), Psychology 101, Sociology (6 hours).
Senior Year:	Economics (6 hours), Psychology (6 hours), Sociology (6 hours).

The electives should be chosen from history, economics and political science, education, sociology, philosophy, psychology, and religion, but not more than thirty-six hours may be taken in any one department.

The subjects required for the junior and senior years may be transposed according to the courses available in any particular year.

GROUP IX

Honors

The purpose of this group is to provide superior students with the opportunity for intensive and independent study in particular branches of knowledge. The basis of admission to this

group is recommendation after the freshman or sophomore year. A student wishing to do honors work normally enters the general group in the freshman year. At the end of the year (in some departments at the end of the sophomore year) he may be recommended as being able to do honors work in a particular department. The student may then choose to pursue the honors course in the department recommending him and to qualify to graduate in the honors group.

The required work in the honors group consists of the minimum uniform requirements, fifty-seven semester-hours of work in the honors and related departments, and elective work sufficient to complete the semester-hours necessary for graduation in departments other than the honors department.

For a description of honors courses, together with a statement of the plan of admission to them, the student should consult the *Bulletin of Honors Courses in Duke University.*

GROUP X

ACADEMIC-LAW COMBINATION

A student in either of the liberal arts colleges of Duke University may complete in six years a combined course wherein he will have received his academic degree and also the degree of Bachelor of Laws. This arrangement is made possible under the following recommendations of the Faculty of the arts colleges:

> Students who have completed with not less than a "C" average at least 96 semester-hours of undergraduate work in the pre-legal group of studies in Duke University may on the approval of the Dean of the Undergraduate College transfer to this Law School and become eligible for the bachelor's degree on the satisfactory completion of the full twenty-six semester-hours of work of the first year class in this school.
>
> It is understood that this provision shall apply solely to eligible Duke University undergraduates, and that not less than the full first-year's work of the Law School will be acceptable for credit towards the bachelor's degree.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE

GENERAL REGULATIONS

The general regulations governing the requirements for the degree of bachelor of science are the same as those for the degree of bachelor of arts.

SPECIAL REGULATIONS

The following special rules applying to the selection of courses are authorized by the Faculty:

No senior may take for graduation credit any course primarily open to freshmen; and no junior may take for graduation credit more than one course primarily open to freshmen. A list of these courses is published in the *Bulletin* under "Courses of Instruction."

Not more than one course of six or eight semester-hours of credit in final fulfillment of the requirements for the degree of bachelor of science in Duke University may be done in another institution of approved standing, and this course must first be approved by the head of the department concerned and by the Dean.

MINIMUM UNIFORM REQUIREMENTS FOR ALL GROUPS

The following requirements are authorized for all groups:

	S.H.
English Composition*	6
Natural Science**	16
Economics, History, or Political Science***	6
French**** (second college year)	6-12
German**** (second college year)	6-12
Mathematics	6
Religion	6

* This requirement is normally met by the completion of English 1-2. However, a freshman who satisfies the Department of English of his superior ability in composition may substitute another English course for English 1-2. If a student fails to pass English 1-2 with a grade of "C" or better, he must complete three additional semester-hours of composition.

** All candidates for the degree of bachelor of science must complete eight semester-hours in each of two elementary sciencs.

*** A student who does not present for entrance two acceptable units of history (exclusive of other social science work) must take history as his required work; otherwise, he may fulfill this requirement in any one of the three subjects.

**** All candidates for the degree of bachelor of science must complete at least the second year of both college French and college German or their equivalent as determined by examination.

Of these minimum requirements, at least three courses, including English and foreign language, should be taken in the freshman year, and all of them, except foreign language and religion, by the end of the sophomore year.

The courses primarily open to freshmen and the courses that will satisfy the requirements in history, science, and religion are listed under "Courses of Instruction."

GROUPS OF STUDIES FOR THE DEGREE OF BACHELOR OF SCIENCE

GROUP I

GENERAL

Students who choose this group are required to complete the minimum uniform requirements for graduation; forty-eight semester-hours in the division of mathematics, psychology, and natural science, of which not less than twenty-four nor more than thirty-two semester-hours may be taken in a major department; and free elective work sufficient to complete, with an average grade of "C," the one hundred and twenty-two semester-hours necessary for graduation.

The student's major work must be in botany, chemistry, forestry, mathematics, physics, psychology, or zoölogy.

Not more than eight semester-hours of free electives may be taken in the major department.

On or before May 1 of each year every freshman in the general group should designate his major department in the division and arrange under the guidance of an instructor in the major department his program of studies for the following year. The student is at liberty to choose for his counsellor any instructor in his major department who gives advanced courses. He should obtain the instructor's written approval of all courses selected in the division before submitting his program to the Dean for final action. In like manner, upperclassmen will check their courses in the division each year with representatives of their major department.

GROUP II

PRE-FORESTRY

This group of studies is designed for students who intend to pursue the study of forestry, particularly as a profession,

after graduation from college. The four years are given very largely to fundamental and auxiliary subjects basic to a proper understanding of the more highly specialized work in technical forestry, which ordinarily requires two additional years. Work in technical forestry leading to the professional degrees is not now available in the University, although students who have had specialized training in technical forestry or in allied sciences may pursue graduate work in forestry leading to the master of arts and doctor of philosophy degrees (see *Bulletin on Forestry*).

A reading knowledge of French and German is essential in the prosecution of graduate study in forestry. The completion of Scientific German 107-108 is strongly recommended. A sufficient knowledge of German ought to be acquired in two years.

The required work consists of the minimum uniform requirements and the courses specified below. Specified courses in elementary science, mathematics, economics, and political science may be taken also in fulfillment of the minimum uniform requirements.

The following arrangement of specified courses is recommended for students electing this group:

Freshman Year: Botany 1-2, Engineering Drawing 1-2, Physics 1-2.

Sophomore Year: Botany 103, Botany 52, Mathematics 1-2, Chemistry 1-2, Economics 51-52.

Junior Year: Botany 151, Botany 156, Forestry 51, Forestry 154, English, 6 hours (English 53, 54, 101, 102, 103, or 104), Political Science 101-102. The minimum uniform requirement in history, when necessary, and in religion is recommended for the junior year.

Summer Field Work: 6 weeks (to include 6 semester-hours of Surveying 110-111, which is prerequisite to certain advanced courses in forestry).

Senior Year: Forestry 224, Forestry 261. Electives to complete required number of hours.

All elective courses must be selected in consultation with the Forestry Staff.

Students entering without any foreign language must take the second year of one foreign language and the first year of the other foreign language in the sophomore year.

If the student fails to present two entrance units in history, he must take history as a required subject.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL, ELECTRICAL, OR MECHANICAL ENGINEERING

GENERAL STATEMENT

The studies for the degree of bachelor of science in civil, electrical, or mechanical engineering are designed for students who are preparing for civil, electrical, or mechanical engineering, as a profession, and lead to the following degrees: B.S. in C.E., B.S. in E.E., and B.S. in M.E.

Each of these degrees requires one hundred and thirty-eight semester-hours of work of which one hundred and twenty-two must be completed with an average grade of "C." Six semester-hours of electives must be taken in the department of economics and political science and six semester-hours in religion. If a foreign language is elected, it must be taken two years unless a student has sufficient entrance credits to enable him to pursue a more advanced course.

Prospective students in engineering should note that immediately after the final freshmen examinations in May or June they are required to attend a three weeks' course in plane surveying given under the direction of the Summer School.

ADMISSION TO ENGINEERING COURSES

An applicant for admission to the freshman class in engineering must have completed at least fifteen units of preparatory work, partly in required and partly in elective subjects. A unit represents a year of work in a subject in an accredited secondary school, provided the work done in that subject is approximately one-fourth of the annual amount of work regularly required in the school.

At least nine and one-half of the fifteen units required for admission must come from the following:

Required Units

English	3 units
German, French, or Latin	2 units
Physics or Chemistry	1 unit
History	1 unit
*Algebra	1½ or 2 units
Plane Geometry	1 unit

Elective Units

In addition to the above required units, sufficient elective units must be offered to make a total of fifteen. It is recommended that these electives be chosen from the following list:

*Algebra (College Board "B")	½ unit
Solid Geometry	½ unit
*Trigonometry	½ unit
†German, French, Latin, Spanish, or Greek	1 to 4 units
History or Civics (not the required unit)	1 to 3 units
Physics, Chemistry, or Biology (not the required unit)	1 to 2 units

For other elective units, see the list of elective units acceptable for the A.B. degree.

Due to lack of uniformity in various states as to the subject matter covered by the various units in algebra and the consequent variation in the work done by freshmen in advanced algebra, it has become necessary to adopt the College Entrance Examination Board's definition of these units and to require each prospective student to take a placement examination in algebra during Freshman Week. Students who validate by examination one and one-half units (algebra through quadratics, binominal theorem, and progressions) which are offered for admission or two units (algebra through quadratics, binominal theorem, progressions, simultaneous equations in three unknowns, graphs, exponents and radicals, and logarithms) will be placed in Mathematics 9-10 (5 hours a week, each semester). Those who validate by examination only one unit of the offering in algebra (i.e., to quadratics) will be placed in Mathematics

* Examination required to validate offering.

† One elective unit in any of the above languages will be accepted for admission provided the language requirement has been satisfied without it. As many as four units will be accepted in any one of these languages.

11-12 (6 hours a week, each semester). Those who do not validate by examination at least one unit of their offering in algebra will not be allowed to pursue a course in engineering. Certificates from the College Entrance Examination Board (431 W. 117th Street, New York) will be accepted in lieu of the placement examination. Prospective students may gain a general idea of the type of examination to be given here from old examinations of the College Board published by Ginn and Company, New York.

GROUPS OF STUDIES FOR THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL, ELECTRICAL, OR MECHANICAL ENGINEERING

GROUP I

CIVIL ENGINEERING

Freshman Year

FIRST SEMESTER	S.H.	SECOND SEMESTER	S.H.
Chemistry 1	4	Chemistry 2	4
English	3	English	3
Mathematics 9 or 11	5	Mathematics 10 or 12	5
Drawing 1-5	3	Drawing 2-6	3
Physical Education		Physical Education	
	15		15

Three weeks of Surveying 10 in summer. Credit, 3 semester-hours.

Sophomore Year

Mathematics 55	4	Mathematics 100	4
Physics 5	5	Physics 6	5
Surveying 11	2	Mechanics 8	5
Highways 15	3	Elective (Restricted)	3
Elective (Restricted)	3	Physical Education	
Physical Education			
	17		17

Junior Year

Strength of Materials 107	4	Hydraulics 108	4
Curves and Earthwork 113	2	Curves and Earthwork 114	2
Structures 131	4	Structures 132	4
Highways 117	2	Materials 118	2
Engineering, Elective	3	Engineering, Elective	3
Elective	3	Elective	3
	18		18

Senior Year

Hydraulic Eng. 123	4	Hydraulic Eng. 124	4
Concrete 133	3	Concrete 134	3
Railroads 119	3	Railroads 120	2
Seminar 137	1	Astronomy 112	.
Electives	6	Seminar 138	1
		Electives	6
	17		18

GROUP II

ELECTRICAL ENGINEERING

Freshman Year

FIRST SEMESTER	S.H.	SECOND SEMESTER	S.H.
Chemistry 1	4	Chemistry 2	4
English 3	3	English 3	3
Mathematics 9 or 11	5	Mathematics 10 or 12	5
Drawing 1-5	3	Drawing 4-6	3
Physical Education		Physical Education	
	15		15

Three weeks of Surveying 10 in summer. Credit, 3 semester-hours.

Sophomore Year

Physics 5	5	Physics 62	6
Mathematics 55	4	Mathematics 100	4
Steam Engineering 85	2	Mechanics 8	5
Mechanism 81	2	Elective (Restricted)	3
Elective (Restricted)	3	Physical Education	
Physical Education			
	16		17

Junior Year

Prim. of Elec. Eng. 151	4	Prin. of Elec. Eng. 152	4
Strength of Materials 107	4	Hydraulics 108	4
Differ. Equations 231	3	Elec. Measurements 102	3
Thermodynamics 187	3	Thermodynamics 188	3
M. E. Lab. 199	1	M. E. Lab. 200	1
Elective	3	Elective	3
	18		18

Senior Year

Adv. D. C. Mach. 155	3	Alt. Cur. Machinery 258	6
Adv. Alter. Currents 257	3	Elec. Power Stations 158	3
Elec. Power Transmission 159	3	High Freq. Currents 262	3
High. Freq. Currents 261	3	Electives	6
Electives	6		
	18		18

GROUP III

MECHANICAL ENGINEERING

Freshman Year

FIRST SEMESTER	S.H.	SECOND SEMESTER	S.H.
Chemistry 1	4	Chemistry 1	4
English	3	English	3
Mathematics 9 or 11	5	Mathematics 10 or 12	5
Drawing 1-5	3	Drawing 4-6	3
Physical Education		Physical Education	
	15		15

Three weeks of Surveying 10 in summer. Credit, 3 semester-hours.

Sophomore Year

Mathematics 55	4	Mathematics 100	4
Physics 5	5	Physics 6	5
Mechanism 81	2	Mechanics 8	5
Steam Engineering 85	2	Constructive Processes 80	1
Constructive Processes 79	1	Elective (Restricted)	3
Elective (Restricted)	3	Physical Education	
Physical Education			
	17		18

Junior Year

Strength of Materials 107	4	Hydraulics 108	4
Machine Design 183	3	Machine Design 184	3
Thermodynamics 187	3	Thermodynamics 188	3
M. E. Laboratory 189	2	M. E. Laboratory 190	2
Electrical Engineering 153	3	Electrical Engineering 154	3
Elective	3	Elective	3
	18		18

Senior Year

Power Plants 191	3	Power Plants 192	3
M. E. Laboratory 193	2	M. E. Laboratory 194	2
Heating and Ventilation 195	3	Refrigeration 196	3
Inter. Combust. Engines 197	3	Aeronautics 198	3
Electives	6	Electives	6
	17		17

COURSES OF INSTRUCTION

Note: *Courses primarily for freshmen are numbered from 1 to 49; those primarily for sophomores are numbered from 50 to 99; those primarily for juniors and seniors from 100 to 199; those primarily for seniors and graduates from 200 to 299. The amount of credit for each course is given in semester-hours following the description of the course.*

The designation (W) *or* (E) *indicates that the course is to be given on the West Campus or on the East Campus. The designation* E *means Engineering;* L, *Law;* SR, *School of Religion. When this designation precedes a course number, the course is not approved for graduate credit.*

Odd-numbered courses are offered in the fall semester, and even-numbered courses are offered in the spring semester. Double numbers indicate that the course is a year course and must be continued throughout the year if credit is received.

COURSES OPEN PRIMARILY TO FRESHMEN

Botany 1-2
Chemistry 1-2
Economics A
Education 4, 8
English 1-2
Fine Arts 1-2
French 1-2, 3-4
German 1-2, 3-4
History 1-2
Latin 1-2, 3, 4, 15, 16, 41, 42
Mathematics 1-2, 3-4, 7, 9-10, 11-12, 16
Physics 1-2, 3-4, 5-6, 7-8
Political Science 21-22
Religion 1-2
Spanish 1-2, 3-4
Zoölogy 1-2

BOTANY

PROFESSORS BLOMQUIST, KORSTIAN, AND WOLF; ASSISTANT PROFESSOR ADDOMS; MESSRS. KRAMER, OOSTING, AND PERRY; AND ASSISTANTS

1. General Botany.—An introduction to the structure and life processes of seed plants. Three two-hour periods. **4 s.h.** (W & E)

STAFF

2. General Botany.—A survey of the plant kingdom, an introduction to the identification of plants, and a brief study of the laws of heredity. Three two-hour periods. Prerequisite, Botany 1. **4 s.h.** (W & E)

STAFF

51. Growth.—Experimental studies in the growth and propagation of plants. Prerequisite, one year of botany. **4 s.h.** (E)

ASSISTANT PROFESSOR ADDOMS

52. Local Flora.—Practice in the identification and classification of plants, especially those occurring in the Piedmont Region. Laboratory, lectures, and field trips. Prerequisite, one year of botany. **4 s.h.** (W)

PROFESSOR BLOMQUIST

53. General Bacteriology.—Prerequisite, one year of botany or zoölogy or equivalent. **4 s.h.** (w) *first semester and* (e) *second semester.*

PROFESSOR WOLF

101. Principles of Heredity.—The basic principles of inheritance and their practical significance. Special emphasis on the laws of Mendel, sex determination, relation of heredity and environment in development, and improvement of plants and animals through breeding. Lectures and demonstrations. This course does not count as a laboratory science. Three one-hour periods. Prerequisite, one course in biology. **3 s.h.** (w)

DR. PERRY

103. Morphology and Anatomy of Seed Plants.—A comparative study of representative seed plants, including vegetative and reproductive structures. Prerequisite, one year of botany. **4 s.h.** (w)

DR. OOSTING

151. Introductory Plant Physiology.—The principal physiological processes of plants, including water relations, syntheses and use of foods and growth phenomena. Prerequisite, Botany 1, 2, or equivalents; one year of chemistry recommended. **4 s.h.** (w)

DR. KRAMER

156. Plant Ecology.—The principal factors affecting plants and plant communities as they exist in different environments. Laboratory, lectures, and field trips. Prerequisites, Botany 1, 2, and 52, or equivalents. **4 s.h.** (w)

DR. OOSTING

202. Genetics.—The principles of heredity, their cytological basis, and their bearing on other fields of biology. Laboratory work involves experimental breeding of the fruit fly and observations on the breeding of plants. Offered in alternate years. Prerequisite, one year of botany, zoölogy, or equivalent, and college algebra. **4 s.h.** (w)

DR. PERRY

[Not offered in 1935-1936]

211. Structure and Classification of Algae.—The morphological and ecological characteristics of the common freshwater and marine forms and the principles underlying their classification. Collecting, identification, and the making of permanent microscopical preparations. Offered in alternate years. Prerequisite, two years of botany. **4 s.h.** (w)

PROFESSOR BLOMQUIST

[Not offered in 1935-1936]

212. Structure and Classification of Bryophytes.—The structural and systematic characteristics of mosses and liverworts, including practice in the identification of the common forms. Field trips. Offered in alternate years. Prerequisite, two years of botany. **4 s.h.** (w)

PROFESSOR BLOMQUIST

[Not offered in 1935-1936]

213. Structure and Classification of Pteridophytes.—Structure, development, and classification of ferns and fern allies, including fossil forms. Identification. Offered in alternate years. Prerequisite, two years of botany. **4 s.h.** (w)

PROFESSOR BLOMQUIST

216. Botanical Microtechnique.—Studies in methods of preparing temporary and permanent microscopical slides; theory of staining; the use of the microscope, especially microscopical measurements, drawing, and microphotography; botanical photography, and lantern slides. Prerequisite, three semesters of botany. **4 s.h.** (w)

PROFESSOR BLOMQUIST

221. Structure and Classification of Fungi.—Offered in alternate years. Prerequisite, two years of botany. **4 s.h.** (w)

PROFESSOR WOLF

223. Diseases of Plants.—Special reference to crop plants. Offered in alternate years. Prerequisites, Botany 1, 2, and 52. **4 s.h.** (w)

PROFESSOR WOLF

[Not offered in 1935-1936]

225-226. Special Problems.—Credits to be arranged. (w & e)

STAFF

252. Advanced Plant Physiology.—The physico-chemical processes and conditions underlying the physiological processes of plants. Prerequisite, Botany 151 or equivalent; organic chemistry recommended. **4 s.h.** (w)

DR. KRAMER

256. Field Ecology.—An ecological survey of local vegetation, including theory and practice in the use of instruments for precise habitat studies, and analysis of community and successional relationships. Prerequisites, Botany 1, 2, and 52, or equivalent. **4 s.h.** (w)

DR. OOSTING

FOREST BOTANY

154. Forest Tree Characteristics and Identification.—The characteristics, classification, and identification of the more important forest trees. Laboratory and field work with trees in winter and summer condition; development and growth of the individual tree; common occurrence of different species and their rôle in forest types. Prerequisite, one year of botany. **4 s.h.** (w)

PROFESSOR KORSTIAN

224. Forest Pathology.—Special reference to diseases of forest trees. Offered in alternate years. Prerequisites, Botany 1, 2, and 154. **4 s.h.** (w)

PROFESSOR WOLF

254. Dendrology.—The characteristics, identification, and taxonomy of trees with special reference to species native to North Carolina and other important forest regions of the United States. Studies of special groups included. Prerequisite, two years of botany. **4 s.h.** (w)

PROFESSOR KORSTIAN

CHEMISTRY

PROFESSORS GROSS AND WILSON; ASSOCIATE PROFESSOR VOSBURGH; ASSISTANT PROFESSOR BIGELOW; MISSES BROWN AND DAVIS, MESSRS. HAUSER, HILL, AND SAYLOR; AND ASSISTANTS

1-2. General Inorganic Chemistry.—Lectures, recitations, and laboratory work on the elementary principles of chemistry and on the occurrence, preparation, properties, and uses of the elements and their compounds. It is desirable, though not required, that students taking this course shall have taken elementary physics either in high school or in college. One lecture, two recitations, and three laboratory hours, throughout the year. **8 s.h.** (w & e)

PROFESSOR WILSON AND DR. HILL WITH PROFESSOR GROSS; DRS. BROWN, DAVIS, HAUSER, AND SAYLOR; MESSRS. BATES, CLAYTON, HENDRIXSON, JORDAN, AND SIGMON

61. Qualitative Analysis.—A study of the reactions of acids, bases, and salts in solution as applied to the qualitative analysis of mixtures of inorganic compounds of the more familiar elements. One lecture, one recitation, and six laboratory hours. Prerequisite, Chemistry 1-2. **4 s.h.** (w)

ASSOCIATE PROFESSOR VOSBURGH; DRS. SAYLOR AND DAVIS; MESSRS. BATES, HOBBS, JACOKES, RINTELEN, AND WHITENFISH

70. Quantitative Analysis.—A number of representative quantitative analyses are carried out in the laboratory, and the underlying theory is taken up in the lectures. One lecture, one recitation, and six laboratory hours. Prerequisite, Chemistry 61. Analytic geometry and college physics are desirable but not required. **4 s.h.** (w)

ASSOCIATE PROFESSOR VOSBURGH; DRS. SAYLOR AND DAVIS; MESSRS. HOBBS, JACOKES, RINTELEN, AND WHITENFISH

81. Household Chemistry.—A course dealing with materials used chiefly in the home. It is open to students who have passed Chemistry 1-2 or who have had elementary chemistry accepted for entrance credit. Two recitations and three laboratory hours. (If called for.) **3 s.h.** (e)

PROFESSOR WILSON

142. Food and Nutrition.—This course naturally follows course 81 and may be taken by persons who have passed that course or those who have taken or are taking course 151-152. Two recitations and three laboratory hours. **3 s.h.** (w)

PROFESSOR WILSON

151-152. Organic Chemistry.—An introduction to the study of the compounds of carbon. Both the aliphatic and the aromatic series are dealt with, and the lectures are illustrated by selected laboratory experiments. Two lectures, one recitation, and three laboratory hours. Prerequisites, Chemistry 61 and 70 unless specifically excused by the Department. Course 151 is prerequisite for 152. **8 s.h.** (w)

ASSISTANT PROFESSOR BIGELOW; DRS. BROWN, DAVIS, AND HAUSER; MR. MILLER

215-216. Advanced Inorganic Chemistry.—A study of modern valence theory and of inorganic compounds, particularly of the less common types, illustrated by suitable laboratory preparations. Two recitations and three laboratory hours. Prerequisites, Chemistry 1-2, 61, 70, and 151-152. Chemistry 261-262, advanced physics, and ability to read German are desirable. **6 s.h.** (w)

ASSOCIATE PROFESSOR VOSBURGH AND DR. HILL

231. Instrumental Analysis.—A study of the use of physical measuring instruments in chemical analysis. One recitation and six laboratory hours. Prerequisite, Chemistry 70. Laboratory physics is desirable. **3 s.h.** (w)

ASSOCIATE PROFESSOR VOSBURGH AND DR. SAYLOR

232. Advanced Quantitative Analysis.—A continuation of course 70, including quantitative organic analysis. One recitation and six laboratory hours. Prerequisites, Chemistry 70 and 151-152. **3 s.h.** (w)

ASSOCIATE PROFESSOR VOSBURGH, ASSISTANT PROFESSOR BIGELOW, AND DR. BROWN

241. Physiological Chemistry.—A study of the chemistry of human physiology. Clinical aspects of the subjects are treated with reference to the need of prospective medical students. Two recitations and six laboratory hours. Prerequisites, Chemistry 70 and 151-152. Course 261-262 is desirable though not required. **4 s.h.** (w)

PROFESSOR WILSON AND MR. JORDAN

242. Metabolism.—Open to students who have completed course 241 or its equivalent, and who have a reading knowledge of German. Lectures and collateral reading deal with the probable fate of foodstuffs in the body, the nitrogen balance, energy requirement, nutritive ratios, vital factors, and ductless glands. The laboratory work consists mainly of blood analysis under both normal and pathological conditions. The laboratory work of this course without the lectures may be taken by students who have passed Chemistry 241. In this case only two semester-hours credit will be given. **4 s.h.** (w)

PROFESSOR WILSON AND MR. JORDAN

253-254. Advanced Organic Chemistry.—A continuation of Chemistry 151-152, including discussion of the theories of organic chemistry. The laboratory work will include qualitative organic analysis, together with preparations of the more difficult type, requiring reference to the original

literature. Two lectures and 6 laboratory hours. Prerequisites, Chemistry 151-152 or equivalent and a reading knowledge of German. **8 s.h.** (w)

ASSISTANT PROFESSOR BIGELOW, DRS. BROWN AND HAUSER

260. Colloid Chemistry.—An introductory study of the colloidal state of matter. Two recitations and three laboratory hours, for one semester. Prerequisites, Chemistry 151-152 and 261. **3 s.h.** (w)

ASSOCIATE PROFESSOR VOSBURGH AND DR. SAYLOR

261-262. Physical and Electro Chemistry.—Fundamentals of general theoretical chemistry illustrated by selected laboratory experiments. Two recitations and three laboratory hours. Prerequisites, Chemistry 70, 151-152, college physics, and college algebra. Calculus is desirable but is not required. **6 s.h.** (w)

PROFESSOR GROSS AND DR. SAYLOR

271. Introduction to Research.——Lectures on the use of chemical literature, research methods, recording and publication of results, preparation of theses, and other topics. One lecture. **1 s.h.** (w)

PROFESSOR GROSS, ASSOCIATE PROFESSOR VOSBURGH, AND ASSISTANT PROFESSOR BIGELOW

273-274. Seminar.—Open to seniors qualifying for honors in the department and required of all graduate students in chemistry. One hour a week discussion. **2 s.h.** (w)

PROFESSOR GROSS; ASSOCIATE PROFESSOR VOSBURGH; ASSISTANT PROFESSOR BIGELOW; DRS. BROWN, HAUSER, HILL, AND SAYLOR

275-276. Research.—The aim of this course is to give instruction in methods used in the investigation of original problems. It is open to seniors who have had courses 70 and 151-152 and who are taking 261-262. Nine hours a week and conferences. **3 or 6 s.h.** (w)

PROFESSORS GROSS AND WILSON; ASSOCIATE PROFESSOR VOSBURGH; ASSISTANT PROFESSOR BIGELOW; DRS. BROWN, HAUSER, HILL, AND SAYLOR

ECONOMICS AND BUSINESS ADMINISTRATION

PROFESSORS GLASSON, HAMILTON, AND HOOVER;* ASSOCIATE PROFESSOR SPENGLER; ASSISTANT PROFESSORS LANDON, ROBERTS, SCOTT, SHIELDS, AND TOWE; MESSRS. BLACK, CARNEY, DELAPLANE, FARIOLETTI, GARNER, HARRISON,** KEECH, LEMERT, NICHOL,* RATCHFORD, AND SMITH

This department offers instruction in general economics, business administration, and accounting. The general course in economics affords a survey of the whole field of economic thought and lays the foundation for specialized study in various branches of the subject. Advanced courses are offered in theoretical and applied economics.

* Leave of absence, 1934-1935.
** Resigned, December, 1934.

A special group of studies is provided for candidates for the bachelor of arts degree who are definitely looking forward to a business career at the conclusion of their college course. While this group is mainly composed of liberal rather than technical studies, it gives opportunity in the junior and senior years for specialized study in such subjects as money and banking, public and corporation finance, investments, railroad and water transportation, marketing, insurance, industrial management, accounting, and business statistics.

A-B. Modern Industry: Economic Geography.—First semester: a descriptive survey of our modern industrial system, the work which it does, and the relations of the various parts to each other. Second semester: A regional study of the economic geography of the different countries of the world. The natural features and resources, agriculture, manufacturing, and commerce are treated. Required of freshmen in the Business Administration Group. **6 s.h.** (W)

ASSISTANT PROFESSOR LANDON, DRS. LEMERT AND NICHOL, MR. CARNEY

51-52. Principles of Economics.—This course must be taken by all students planning to elect further courses in economics and business administration. Old number 1. **6 s.h.** (W & E)

PROFESSORS HOOVER AND HAMILTON; ASSOCIATE PROFESSOR SPENGLER; ASSISTANT PROFESSORS ROBERTS AND SCOTT; DRS. DELAPLANE, NICHOL, AND SMITH; MESSRS. FARIOLETTI, GARNER, AND KEECH

103. Transportation.—Essential features, problems, and competitive positions of rail, highway, water, and air transportation. Special attention is devoted to valuation, rates, and regulation as applied to railway transportation. Collateral reading and the preparation of papers are required. *For juniors and seniors.* **3 s.h.** (W)

ASSISTANT PROFESSOR LANDON

105. Industrial Management and Business Forecasting.—A study of the organization and management of industry, with emphasis upon the business applications of the principles developed. Problems of interrelations of functions operating in the several fields of management, such as production control, personnel, and the forecasting of business conditions. *For juniors.* **3 s.h.** (W)

ASSISTANT PROFESSOR SCOTT AND MR. KEECH

115. Economic Geography: Teachers' Course.—*This course is not open to students who have received credit for Economics A.* Required of all students in Teaching Group, Class B. The study of the interrelation of human activities and environmental elements. The discussion embraces location, maps and their interpretation, the major climatic regions, seasonal influences, weather, lands and their uses, soils and minerals, bodies of water, plants, animals, and the works of man as environmental factors. **3 s.h.** (E)

DR. LEMERT

116. Economic Geography and Industrial Organization.—*This course is not open to students who have received credit for Economics A.* Required of all students in Teaching Group, Class B. A study of the economic resources of the world: the products of the agricultural and manufacturing industries; trade routes and trade centers; the balance of trade and its relation to industrial development; and the influence of geographic factors on the commercial policy of nations. Prerequisite, course 115. **3 s.h.** (E)

DR. LEMERT

118. Economic Geography of the Southern States.—A study of the agricultural, industrial, and commercial development, with special emphasis placed upon the development of manufacturing in the Southern Appalachian Piedmont and the Coosa and Tennessee Valleys. This course is designed to serve not only teachers, but all others interested in the development of this region. Prerequisites, Economics A, Economic Geography 115, or with the consent of the instructor. **3 s.h.** (W)

DR. LEMERT

137-138. Business Statistics.—A year's course in elementary statistics designed principally for students of Economics and Business Administration. The material is also of interest to those specializing in Engineering, Forestry, Political Science, Sociology, and other subjects. The first term is devoted to a study of statistical methods; the second term, to application of these methods. Very little algebra and no higher mathematics are required. *For juniors and seniors.* **6 s.h.** (W)

DRS. NICHOL AND SMITH*

[Note: The attention of students who are taking, or who propose to take, courses 143, 144, 158 is called to Mathematics 71, "Mathematics of Investment." This course is recommended as an elective for sophomores or juniors.]

Economics 143-144. Corporation Finance and Investment.—Principles and problems in the financial organization of corporations; the study of corporate securities, the management of capital, and the distribution of earnings; industrial combinations; insolvency and reorganization; the accumulation of capital and investment in corporate and other types of securities; speculation in securities and the work of stock exchanges. Required of juniors in the Business Administration Group. Prerequisite, course 51-52. **6 s.h.** (W)

DRS. RATCHFORD, SMITH, AND DELAPLANE

158. Insurance.—A study of (1) the economic services, (2) the important principles and practices, and (3) the principal legal phases of life, fire, health and accident, employers' liability, title, and credit insurance, and bonding companies. *For juniors.* **3 s.h.** (W)

ASSISTANT PROFESSOR SCOTT AND MR. KEECH

* Offered by Dr. R. S. Smith in 1934-1935.

168. Marketing.—The fundamental principles of marketing. The topics covered include marketing functions, organization, and methods; financing marketing activities; price principles and practices; risk and speculation; coöperative marketing; regulation; and means for improvement. Collateral reading and the preparation of papers are required. *For juniors and seniors.* **3 s.h.** (W)

ASSISTANT PROFESSOR LANDON

169. Economics of Consumption.—Survey of consumption studies; character and formation of standards of consumption. Analysis of the modern family and the individual as consuming and resource-using units. **3 s.h.** (E)

ASSOCIATE PROFESSOR SPENGLER

181-182. Business Law.—The fundamental principles of law as applied to common business transactions. The topics presented are: contracts, agency, bailments, sales, negotiable instruments, partnership, corporations, and bankruptcy. Textbook: Bays, *Business Law.* Casebook: Bays, *Cases on Commercial Law.* Required of seniors in the Business Administration Group. Old number 178. **6 s.h.** (W)

ASSISTANT PROFESSOR TOWE

203-204. Money, Banking, and Credit.—After a preliminary study of monetary history and theory, together with an account of the development of credit instruments, there follows a more extended presentation of the theory and practice of banking. The first section of this course *(M.W.F., third period)* is limited to twenty-five graduates and seniors of superior standing. Junior honors students may be admitted to the second and third sections with consent of the instructor. **6 s.h.** (W)

PROFESSOR GLASSON AND DR. RATCHFORD

211-212. History of Political Economy.—This course traces the development of economic theory, giving special attention to the various schools of economic thought in England, France, Germany, and the United States. A large amount of collateral reading in the works of typical authors is required. Lectures and class discussions. *For graduates, and seniors with the consent of the instructor.* Old number 210. **6 s.h.** (W)

PROFESSOR HAMILTON

213-214. Advanced Economic Theory.—This course is designed to introduce students to some of the more complex aspects of economic theory. Controversial phases of theory are surveyed through the medium of the works of the foremost modern economists. The course will also serve as a general review of economic theory for graduate students. *For graduates, and seniors with the consent of the instructor.* Old number 212. **6 s.h.** (W)

PROFESSOR HOOVER AND ASSOCIATE PROFESSOR SPENGLER*

215. Economic Systems.—A study of alternative economic systems. In addition to an analysis of communism, anarchism, and the variants of

* Offered by Associate Professor Spengler in 1934-1935.

socialism, the course will include a consideration of other proposed modifications of the existing economic order. Old number 214. **3 s.h.** (w)

PROFESSOR HOOVER AND ASSOCIATE PROFESSOR SPENGLER*

216. Economic Functions of the State.—A consideration of the primary and secondary economic functions of government and of the legislation which provides for the performance of these functions, such as social legislation and the regulation of commerce and industry. Old number 215. **3 s.h.** (w)

PROFESSOR HOOVER

217. Economic Stabilization.—A survey and critical analysis of the national and international factors which led to the present state of national and international economic instability with its attendant unemployment; examination and critical appraisal in economic terms of the numerous proposals which have been advanced to stabilize capitalism and to mitigate the social costs of instability; a consideration of the limits and the consequences of social control of economic life. **3 s.h.** (w)

ASSOCIATE PROFESSOR SPENGLER

[Not offered in 1935-1936]

218. Population Problems and the Standard of Living.—A critical survey of the economic laws of returns and of pre- and post-Malthusian population theory; consideration of the relation between natural increase and the laws of economic distribution and of the effects of changes in the rate of natural increase upon various classes of industry and upon employment; examination of the factors which govern population growth and of current population trends; analysis of international economic and political problems which are founded upon population pressure; consideration of the economic and the biological aspects of differential birth rates. **3 s.h.** (w)

ASSOCIATE PROFESSOR SPENGLER

231. The Economic History of England.—A study of England since the eleventh century, treating the manorial system, the gilds, mercantilism, and the course of the commercial and industrial revolutions to the present. **3 s.h.** (w)

ASSISTANT PROFESSOR ROBERTS

232. Economic History of the United States.—A history of the economic progress of the United States from the formation of the Union to the present day, with special emphasis upon the interrelation of economic development in the United States and in foreign nations. **3 s.h.** (w)

ASSISTANT PROFESSOR ROBERTS

236. Public Finance.—This course deals with public expenditures, public revenues, public debts, and financial administration. Junior honors students may be admitted with the consent of the instructor. **3 s.h.** (w)

DR. RATCHFORD

* Offered by Associate Professor Spengler in 1934-1935.

237. American Federal Finance.—A survey of the organization and methods of contemporary American federal finance with special attention to tariff revision, public-debt administration, and budgetary procedure. **3 s.h.**

[Not offered in 1935-1936]

239. Price Theory and History.—A theoretical study of the forces governing price behavior and an historical examination of the fluctuations, disparities, and trends of European and American prices, particularly in periods marked by acute monetary disorder or by rapid change in the stock of the precious metals. Special attention will be devoted to post-war inflation in France and Germany and to the world-wide collapse of prices after 1929. **3 s.h.** (w)

PROFESSOR HAMILTON

240. Modern Schools of Economic Thought.—A study of the historical background, logical methods, contributions, and present position of the younger German historical school, Austrian school, neo-classicists, and institutionalists. **3 s.h.** (w)

PROFESSOR HAMILTON

253. Trade Unionism and Labor Problems.—A study of the history, structure, policies, and methods of the organized labor movement in this country. Case studies are made of several unionized industries and of certain unions. **3 s.h.** (w)

ASSISTANT PROFESSOR SCOTT

254. Industrial Relations.—The evolution and present status of modern labor conditions and labor relations. Methods used by employers and by employers' associations in meeting their labor problems. The law as it deals with relations of employer and employee, including governmental intervention in labor disputes. Trends in present-day industrial government in this country and abroad. Course 253 is a prerequisite. Old number 255. **3 s.h.** (w)

[Not offered in 1935-1936]

255. Labor Administration.—A study of the problems of industrial management in their bearing upon labor relations. Employment management, the techniques of scientific management, joint relations, industrial training, the labor market, and related topics are surveyed. Old number 256. **3 s.h.** (w)

[Not offered in 1935-1936]

256. Labor Legislation.—A course of study dealing with the basis of labor law, the minimum wage, hours of labor, safety and health, and social insurance. The important cases and court decisions with respect to their social significance will be used for class discussion. Old number 257. **3 s.h.** (w)

ASSISTANT PROFESSOR SCOTT

265. International Trade and Tariff Policies.—An analysis of the theoretical principles underlying international trade with an historical study of

the foreign trade and tariff policies of the United States, France, Germany, and England from the eighteenth century to the present. **3 s.h.** (w)

ASSISTANT PROFESSOR ROBERTS

266. International Finance.—A study of the mechanism of international payment with attention to international movements of capital, the peculiarities of an inconvertible paper money régime, and recent international monetary problems. **3 s.h.** (w)

ASSISTANT PROFESSOR ROBERTS

267-268. Business History.—A study of the rise of modern capitalism and of the great fortunes of the nineteenth century, particularly in America. Special attention will be devoted to the economic consequences of the concentration of wealth and to the relationships between government and business in different periods. **4 s.h.** (w)

PROFESSOR HAMILTON

[Not offered in 1935-1936]

ACCOUNTANCY

57-58. First-Year Accounting.— Elementary principles of single proprietorship, partnership, and corporation accounting. Supervised laboratory periods will be assigned. Old number 7. **6 s.h.** (w)

ASSISTANT PROFESSOR SHIELDS; MESSRS. BLACK, KEECH, GARNER, AND HARDIN

171-172. Second-Year Accounting.—Advanced accounting theory and practice applied to the managerial problems of valuation and operation in corporations, consolidations, mergers, and liquidations. Open to students who have completed Accounting 57-58. **6 s.h.** (w)

ASSISTANT PROFESSOR SHIELDS

173-174. Auditing, Theory and Practice.—This course prepares the manager to investigate the operation of his own business, the prospective investor to determine the value of the proposition, the student to practice the public accounting profession. The first semester deals with details and balance sheet audits and the second semester with special investigations. Problems, working papers, and reports. Students are admitted to the course by permission of the instructor. *For seniors.* Old number 173. **6 s.h.** (w)

MR. BLACK

175-176. C. P. A. Review.—Thorough practice in classroom to prepare candidates for the Certified Public Accountant examination. The object is to train students to apply accounting principles and to work in classroom under substantially the same conditions as in the examination room. Practical accounting problems, auditing analysis, and theory of accounts. Students are admitted to the course by permission of the instructor. *For seniors.* Old number 174. **6 s.h.** (w)

MR. BLACK

177. Income-Tax Accounting.—A study of federal and state income-tax laws; problems in the preparation of tax returns and claims for refund. *For seniors.* Old number 176. **3 s.h.** (w)

ASSISTANT PROFESSOR SHIELDS

178. Modern Accounting Systems.—Systems and the forms for recording data of basic manufacturing industries, mercantile establishments, building and loan associations, and municipalities. Special attention will be paid to budgetary accounting. *For seniors.* Old number 177. **3 s.h.** (w)

ASSISTANT PROFESSOR SHIELDS

275-276. Advanced Industrial Accounting and Management.—This course traces the ways and means of executive control through statistics and industrial accountancy. Emphasis is put upon the economics of overhead costs. A complete practice set of cost-accounting is worked by each student during the course. Old number 275. **6 s.h.** (w)

Courses 57-58 and 105 are ordinarily prerequisites for this course.

MR. BLACK

[Not offered in 1935-1936]

EDUCATION

PROFESSORS HOLTON, BROWNELL, CHILDS, AND PROCTOR; ASSOCIATE PROFESSOR CARR; ASSISTANT PROFESSOR EASLEY; MRS. SMITH, MESSRS. GODARD AND PULLIAS; AND ASSISTANTS

Courses in the Department of Education are designed for two groups of students: (1) students with teaching experience or others who have definitely chosen teaching as their life work, and (2) students who desire to study the school as an outstanding social institution.

Students who do not expect to teach but merely desire an understanding of the school as part of a liberal education are advised to elect such courses are 4, 8, 54, 104, and 105 for their introductory work in the department and then to elect further work in accordance with their special interests. Students who expect to engage in the various phases of teaching should plan their courses in accordance with the general regulations for Groups V and VI as outlined in this catalogue. Students preparing for college teaching should elect courses in the history and philosophy of education and in educational psychology.

1. Orientation Course in Study and Study Habits.—A course for freshmen whose high school and other records indicate the need of help in working out a satisfactory method of study. The factors of study, the use of textbooks, note-taking from lectures and parallel readings, and applications of the factors of study to the daily problems of the student are among the matters considered. *Either semester.* **3 s.h.** (w & e)

ASSISTANT PROFESSOR EASLEY; MESSRS. GODARD AND PULLIAS

4. Introductory Course in History of Education.—A special section of course 54, for sophomores and for freshmen who have had course 8. **3 s.h.** (E)

PROFESSOR HOLTON, ASSOCIATE PROFESSOR CARR, AND MR. GODARD

8. The Learning Process.—A course in elementary educational psychology, required of all freshmen and sophomores entering Group V. *Either semester.* **3 s.h.** (W & E)

ASSISTANT PROFESSOR EASLEY AND MESSRS. GODARD AND PULLIAS

54. Introductory Course in History of Education.—A study of the types of educational systems and institutions evolved in Western Europe and the United States as an introduction to current educational problems. Students desiring to enter honors work in education must complete course 4, 54, or 83 prior to the end of the sophomore year. **3 s.h.** (W)

PROFESSOR HOLTON

58. The Learning Process.—A special section of course 8, intended for juniors. *Either semester.* **3 s.h.** (E) *first semester and* (W) *second semester.*

PROFESSOR BROWNELL AND ASSISTANT PROFESSOR EASLEY

68. Mental Hygiene of the School Child.—A study of personality factors as related to the adjustment and success of the school child; the foundations of motivation; typical problems of maladjustment; social heredity and its educational implications; variations in intelligence. **3 s.h.** (E)

ASSISTANT PROFESSOR EASLEY

83. Current Trends in American Public-School Organization.—A study of current controversies and criticisms bearing on the organization and administration of the public schools, recent developments in the organization of schools, and the theories underlying these developments. **3 s.h.** (E)

PROFESSOR PROCTOR

101. Introduction to Teaching.—A survey of the work of the teacher based upon a general theory of the learning and teaching process. Preliminary discussion of the qualifications and training of teachers and the nature and aims of education. Development of a theory of the curriculum; discussion of the nature of subject-matter as related to pupil activity; modern classroom procedure in teaching, including an introduction to educational measurements. Old number 61. **3 s.h.** (E)

ASSOCIATE PROFESSOR CARR

103. School Organization and Administration for the Classroom Teacher.—*Either semester.* **3 s.h.** (W) *first semester* and (E) *second semester.*

PROFESSOR PROCTOR

104. History of Education in the United States.—A special section of course 214, intended primarily for juniors. **3 s.h.** (E) *first semester.*

PROFESSOR HOLTON

[Not offered in 1935-1936]

105. Introduction to Educational Sociology.—A study of social forces, processes, and values as affecting education, and the interaction of school and community. **3 s.h.** (W)

PROFESSOR CHILDS

106. Principles of Secondary Education.—A study of the nature and scope of secondary education, emphasizing an introduction to the professional literature in the field. Students preparing to teach in junior high schools are permitted to concentrate in the junior high school field. *Either semester.* **3 s.h.** (W) *first semester* and (E) *second semester.*

PROFESSOR CHILDS

[Not offered in 1935-1936]

112. Methods of Teaching and Presentation of Subject-Matter in the Primary School.—A study of materials and methods in the primary school subjects with special reference to reading, language, number, and the social studies; introduction to the psychology of the primary school branches. A minimum of thirty laboratory periods of observation and practice-teaching. Prerequisite, course 101. *For seniors only.* **4 s.h.** (E)

ASSOCIATE PROFESSOR CARR

[Not offered in 1935-1936]

A. Public-School Drawing.—This course is open only to students who are attempting to meet certification requirements for a North Carolina primary- or grammar-grade certificate and does not carry credit toward a degree. *For juniors and seniors. First semester. (3 points professional credit only.)* (E)

MRS. MASON

B. Industrial Art in the Public School.—This course is open only to students who are attempting to meet certification requirements for a North Carolina primary- or grammar-grade certificate and does not carry credit toward a degree. *For juniors and seniors. First semester. (3 points professional credit only.)* (E)

MRS. MASON

[Not offered in 1935-1936]

C. Public-School Music.—This course is open only to students who are attempting to meet certification requirements for a North Carolina certificate and does not carry credit toward a degree. *For juniors and seniors. Second semester. (3 points professional credit only.)* (E)

MRS. TWADDELL

[Not offered in 1935-1936]

115-116. Secondary Education: Principles and Practice.—The study of the nature, scope, and methods of secondary education, emphasizing fundamentals of the teaching process and exemplifying theory by practice. Sixty hours of observation work and thirty hours of supervised practice teaching required. The course includes courses 106 and 116 as offered prior to 1935 and is not open for enrollment to students who have had either of those courses. Students preparing to teach in junior high

schools are permitted to concentrate in the junior high school field. *Students must arrange their schedule to permit four hours of observation, conference, and practice teaching weekly. Since practice teaching facilities are limited, students with superior record will be given preference in the practice teaching. No student who has not passed the work of the junior year at Duke University with an average of at least one and one-half quality points will be permitted to do practice work. Students who have the required average in quality points must before February 1 pass with grade of "B" or better, examination in the subject they expect to teach, based upon course of study of the school in which they expect to do their practice teaching. Before entrance into practice teaching students must complete thirty hours of observation under supervision. Their first five hours of practice must be satisfactory to the instructor directing observation and to the teacher of the class taught before they can continue the thirty hours of practice teaching required by the course. For seniors only.* **6 or 8 s.h.** *Section one (for teachers of English and foreign language).* (E) *Section two (for teachers of other subjects).* (W)

PROFESSOR CHILDS AND STAFF

118. Educational Implications of Genetic Psychology.—A course tracing the development of the individual through the stages of growth and learning, with emphasis upon early and later childhood; the development of such behavior patterns as play, language, etc.; the process of socialization; and similar material of especial significance to teachers in the elementary schools. *First semester.* **3 s.h.** (W)

PROFESSOR BROWNELL

[Not offered in 1935-1936]

122. Methods of Teaching and Presentation of Subject-Matter in the Grammar Grades.—A study of materials and methods in the grammar grade subjects with special reference to reading, language, number, and the social studies; introduction to the psychology of the grammar grade branches. A minimum of thirty laboratory periods of observation and practice-teaching. Prerequisite, course 101. *For seniors only.* **4 s.h.** (E)

ASSOCIATE PROFESSOR CARR

131. Observation and Practice-Teaching.—Open to seniors who are enrolled in course 101. Separate work for primary and grammar grade teachers. **1 s.h.** (E)

ASSOCIATE PROFESSOR CARR

136. The Teaching of High-School English.—Identical with English 142. *For seniors only.* **3 s.h.** (W)

ASSISTANT PROFESSOR A. C. JORDAN

142. Children's Literature.—Students enrolled will be allowed to specialize in literature of either the primary or grammar grades. *First semester.* **3 s.h.** (E)

ASSOCIATE PROFESSOR CARR

155. The Teaching of Secondary-School Latin.—Identical with Latin 109. *For seniors only.* **3 s.h.** (W)

PROFESSOR ROSBOROUGH OR PROFESSOR ANDERSON

170. The Social and Economic Position of Women.—A course in vocational guidance for women counting as a general elective, but not as part of either a major or minor in Education or towards a North Carolina state teacher's certificate. The purpose of the course is to give the historical background of the changing social and economic position of women, the contributions made by outstanding women, and the vocational opportunities open to women. **2 s.h.** (E)

MRS. SMITH

176. Materials and Methods in High-School Science.—Discussion, based upon lectures and collateral reading, of such topics as aims, tests for values, the curriculum, classroom procedure, course and lesson planning in secondary-school science. Prerequisite, at least eighteen hours of science in college. *For seniors only.* **3 s.h.** (W)

PROFESSOR CHILDS

[Not offered in 1935-1936]

200. Introduction to the Philosophy of Education.—**3 s.h.** (W)

PROFESSOR HOLTON

[Not offered in 1935-1936]

206. Sociological Foundations of the Secondary-School Subjects.—A consideration of the aims and objectives of secondary-school subjects, emphasizing problems of curriculum-making. Prerequisite, six semester-hours in education, including course 105. **3 s.h.** (W)

PROFESSOR CHILDS

[Not offered in 1935-1936]

207. Technique of Teaching.—An advanced course in the teaching process, dealing with the theory underlying sound technique and applied specifically to the work of the elementary school. **3 s.h.**

ASSOCIATE PROFESSOR CARR

[Not offered in 1935-1936]

208. Mental Tests and Applications.—A study of the development of intelligence testing, the concept of general intelligence, various recent applications of mental tests, and training in the giving of individual tests. Prerequisite, course 258, or six semester-hours of other work in educational psychology or psychology. **3 s.h.** (W)

ASSISTANT PROFESSOR EASLEY

209. Statistical Methods Applied to Education.—A study of statistical methods of treating educational and social data designed to enable teacher or administrator to interpret and use the results of scientific investigations in education. **3 s.h.** (W)

ASSISTANT PROFESSOR EASLEY

212. Psychology of the Elementary School Subjects.—A study of the psychology of learning as applied to teaching the common-school subjects. **3 s.h.** (w)

ASSOCIATE PROFESSOR CARR

214. History of Education in the United States.—A study of the development of the American public school and the interaction of higher education and the public school. **3 s.h.**

PROFESSOR HOLTON

[Not offered in 1935-1936]

215. Principles of Educational and Vocational Guidance.—Prerequisite, six semester-hours in educational sociology, preferably courses 105 and 206. **3 s.h.**

PROFESSOR CHILDS

[Not offered in 1935-1936]

216. Psychological Principles of Secondary Education.—A study of adolescence and the psychology of learning as applied to teaching the principal high-school subjects. **3 s.h.** (w)

PROFESSOR CHILDS

[Not offered in 1935-1936]

218. Educational Implications of Genetic Psychology.—Special section of course 118, intended primarily for graduate students, ordinarily not offered the same year in which 118 is given. Prerequisite, six semester-hours of psychology or educational psychology. **3 s.h.** (w)

PROFESSOR BROWNELL

219. Experimental Education.—This course is designed to provide training (1) in planning, (2) in prosecuting, and (3) in reporting quantitative investigations in the field of education, more especially in the field of learning and teaching the various school subjects. **3 s.h.** (w)

PROFESSOR BROWNELL

222. The Curriculum and Materials of the Elementary Grades.—A study of curriculum problems in the elementary school. **3 s.h.** (w)

ASSOCIATE PROFESSOR CARR

224. Current Problems in Public Education as Revealed through School Surveys.—A study of recent developments in public education as revealed through school surveys and resulting from the survey movement. *Second semester.* **3 s.h.** (w)

PROFESSOR HOLTON

[Not offered in 1935-1936]

225. The Teaching of High-School History.—Identical with History 211. The course counts as an elective in the Department of Education only when approved by the department and the instructor. **3 s.h.** (w)

ASSOCIATE PROFESSOR SHRYOCK AND DR. MANCHESTER

227. The Psychology of Learning: Problems.—The major problems related to the learning process will be examined, with the experimental

literature bearing on them. The curves of learning and forgetting, the distribution of practice, economical methods of learning, and the transfer of training will be the major topics considered. **3 s.h.** (w)

ASSISTANT PROFESSOR EASLEY

228. The Psychology of Learning: Theoretical and Experimental.—This is a continuation of 227. In this semester the laws of learning, the most important explanatory principles, and the major system of the psychology of learning will be considered. Class experiments will run throughout the semester. Prerequisite, 227 or its equivalent. **3 s.h.**

ASSISTANT PROFESSOR EASLEY

[Not offered in 1935-1936]

232. Elementary-School Supervision.—A survey of supervision as a means of improving instruction and adapting the curriculum to child and community needs. **3 s.h.**

ASSOCIATE PROFESSOR CARR

[Not offered in 1935-1936]

233. Administrative Pupil-Accounting.—An advanced study of gradation and classification of pupils, with incidental attention to the keeping of records and the making of reports. The study includes a consideration of individual differences, promotions, acceleration, and retardation of pupils; the various plans for classification and gradation; interpreting the results of tests; and some practice in the computation of statistical measures. **3 s.h.** (w)

PROFESSOR PROCTOR

234. Secondary-School Organization and Administration.—A study of the outstanding problems of secondary-school organization and administration other than the problem of gradation and classification of pupils. **3 s.h.** (w)

PROFESSOR PROCTOR

237. Investigations in Reading.—A summary of the results of the more important scientific studies in reading; interpretation of the results in terms of aims, methods, materials of instruction, testing diagnosis, and supervision; emphasis on problems requiring further investigation. **3 s.h.** (e)

ASSOCIATE PROFESSOR CARR

244. Studies in the Historical Development of Public-School Administration.—An advanced course devoted to the development of public-school administration in the South, with especial reference to North Carolina as a type. **3 s.h.**

PROFESSOR HOLTON

[Not offered in 1935-1936]

246. The Teaching of Mathematics.—Identical with Mathematics 204. The course counts as an elective in the Department of Education only when approved by the department and the instructor. **3 s.h.** (w)

PROFESSOR RANKIN

247. Investigations in Arithmetic.—An analytical survey of investigations in arithmetic, with three purposes in view: (1) to examine the techniques employed with respect to their adequacy as means of solving the problems attacked; (2) to test the validity of the results announced and the values of these results for the teaching of arithmetic; (3) to locate further problems in arithmetic in need of scientific research. *Second semester.* **3 s.h.** (w)

PROFESSOR BROWNELL

253. Legal Phases of School Administration.—A study of judicial decisions and the development of outstanding features of statute law controlling school administration, with special emphasis upon North Carolina materials. **3 s.h.**

PROFESSOR HOLTON

[Not offered in 1935-1936]

254. History of Secondary Education in the United States.—A study of historical and comparative conceptions of the secondary school, changes in American life affecting the secondary school, present status of the secondary school, current tendencies toward expansion, and the problem of state and federal aid. *First semester.* **3 s.h.** (w)

PROFESSOR PROCTOR

258. Educational Measurements.—A critical study of the principles and techniques involved in measurement in education, with opportunity for individual research. Prerequisite, twelve semester-hours in the department, including a course in educational psychology. **3 s.h.** (w)

PROFESSOR BROWNELL

264. Recent Movements in American Education.—An intensive study of educational thought and practice since 1900. **3 s.h.** (w)

PROFESSOR HOLTON

266. The Teaching of High-School French.—Identical with French 218. **3 s.h.** (w)

PROFESSOR WEBB

294. Comparative Education: Recent Movements in European Educational Systems.—A comparative study of the school systems of the principal countries of Europe, with emphasis upon changes since the World War. *First semester.* **3 s.h.** (w)

ASSOCIATE PROFESSOR CARR

CIVIL AND MECHANICAL ENGINEERING

ASBURY, BIVINS, AND BRANSON BUILDINGS

PROFESSORS BIRD, HALL, AND WILBUR; MESSRS. LEWIS AND MATTHEWS

DRAWING

1. Engineering Drawing.—Orthographic projection, lettering, pictorial representation, developments, intersections, use of universal drafting machine. **2 s.h.** (E)

STAFF

2. Engineering Drawing.—For students in civil engineering and forestry. Methods of plotting, topographic symbols, simple structures in wood and steel. Prerequisite, course 1. **2 s.h.** (E)

STAFF

4. Engineering Drawing.—For students in electrical and mechanical engineering. Elementary machine drawing. Prerequisite, course 1. **2 s.h.** (E)

STAFF

5-6. Descriptive Geometry.—Problems relating to point, line, plane, and solid. Concurrent with courses 1 and 2-4. No credit given unless taken for two semesters. **2 s.h.** (E)

STAFF

MECHANICS

8. Mechanics.—Concurrent forces, parallel forces, non-concurrent and non-parallel forces, centroids, friction, moment of inertia, translation, rotation, work, energy, and momentum. Prerequisites, course 1 and Mathematics 55. **5 s.h.** (E)

PROFESSOR BIRD AND MR. LEWIS

107. Strength of Materials.—Elastic bodies under stress; flexure of simple, overhanging, fixed, and continuous beams; columns; combined stresses; etc. Prerequisite, course 8. **4 s.h.** (E)

PROFESSOR BIRD AND MR. LEWIS

108. Hydraulics.—Hydrostatics; flow of water through orifices, weirs, pipes, and open channels; general principles of water wheels and turbines. Prerequisite, course 8. **4 s.h.** (E)

PROFESSOR HALL

CIVIL ENGINEERING

10. Plane Surveying.—Use of instruments; transit, stadia, compass and plane table surveying; simple triangulation; determination of meridian by observation on Polaris; differential and profile leveling; setting grade stakes; calculation of bearings, latitudes, and departures; areas by planimeter; methods of plotting; survey and plot of sections of the campus by stadia, and transit and tape. Eight hours a day, three weeks, Summer School. Prerequisite, course 1. Trigonometry. **3 s.h.** (E)

For fee of this course, see the *Bulletin of the Summer Schools.*

PROFESSORS BIRD AND HALL; MR. LEWIS

11. Higher Surveying.—Care and adjustment of instruments; topographical surveying; surveys and resurveys; laying out and division of land; Public land system; further calculations, omitted measurements, areas by double longitude; quantities from profiles and cross sections. Prerequisite, course 10. **2 s.h.** (E)

PROFESSOR HALL

110. Plane Surveying.—Similar to course 10 but especially arranged for students in forestry. Eight hours a day, three weeks, Summer School. Prerequisite, Engineering Drawing and Trigonometry. **3 s.h.**

PROFESSORS BIRD AND HALL; MR. LEWIS

111. Higher Surveying.—For students in forestry. In addition to the ground covered in course 11, the field work includes a more thorough drill in the use of the Beaman stadia arc and the topographic abney level and trailer tape while more attention is given to the preparation of finished maps in the office work. Eight hours a day, three weeks, Summer School. Prerequisite, course 10 or 110. **3 s.h.**

PROFESSOR BIRD OR HALL

[Not offered in 1935]

112. Field Astronomy.—Determination of latitude, time, and azimuth by observation on sun and stars; use of precise transit, solar attachment, and sextant. Prerequisite, course 11. **2 s.h.** (E)

PROFESSOR HALL

113-114. Curves and Earthwork.—Highways—Thorough drill in the calculation and laying out of simple, compound, and easement curves, widening of curves, vertical curves, setting slope stakes, ordinary earthwork computations, and mass diagrams. Prerequisite, course 10. **4 s.h.** (E)

PROFESSOR HALL

15. Highway Engineering.—Location, construction, and maintenance of roads and pavements; dust prevention; road economics. **3 s.h.** (E)

PROFESSOR HALL

117. Highway Engineering.—Standard tests of stone, gravel, and bituminous materials. Prerequisites, course 115. **2 s.h.** (E)

PROFESSOR HALL

118. Materials of Engineering.—Study and testing of materials other than those taken up in course 117. **2 or 3 s.h.** (E)

MR. LEWIS

119-120. Railroad Engineering.—Differences between highway and railway practice affecting curves and earthwork. A. R. E. A. transition curve, frogs, switches, and crossings. Preliminary and location survey of a railway of sufficient length to secure familiarity with methods of actual practice. Paper location made with estimate of cost. Construction and maintenance of track and trackwork, economics, and operating conditions affecting location. Prerequisite, course 113-114. **5 s.h.** (E)

PROFESSOR BIRD

123-124. Hydraulic Engineering.—

(a) Hydrology—Factors affecting precipitation, evaporation from land and water surfaces; relation of precipitation to run-off; estimating run-off; floods and flood flows. Stream gauging.

(b) Public Water Supply—Quantity and quality of water required, hydraulics of wells, reservoirs, works for purification and distribution

of water. Standard laboratory tests for the chemical and bacteriological examination of water.

(c) Sewerage—Sewerage systems, rainfall and storm water flow, sizes of storm and sanitary sewers, sewage disposal. Standard laboratory tests of sewage. Prerequisite, course 108. **8 s.h.** (E)

PROFESSOR HALL

131. Steel Structures—Stresses.—Roofs, parallel chord bridges under all types of loads, inclined top chord bridges, including subdivided panels, wind bracing. Prerequisite, course 8. **4 s.h.** (E)

[Not offered in 1935-1936]

PROFESSOR BIRD

132. Steel Structures—Design.—Built beams, plate girders, tension members, compression members, tension and compression members, end posts, stringers, floor beams, pins, plates, etc. Drafting. Prerequisites, courses 107 and 131. **4 s.h.** (E)

PROFESSOR BIRD

[Not offered in 1935-1936]

133. Reinforced Concrete.—Theory and design of reinforced concrete beams, slabs, columns. Prerequisite, course 107. **3 s.h.** (E)

PROFESSOR BIRD

[Offered in alternate years]

134. Masonry Structures.—Ordinary foundations, dams, retaining walls, arches, piers, abutments. Prerequisites, courses 107 and 133. **3 s.h.** (E)

PROFESSOR BIRD

[Offered in alternate years]

137-138. Seminar.—Students are required to make reports and to talk on current engineering literature or on such other topics as may be assigned. **2 s.h.** (E)

PROFESSORS BIRD AND HALL

[Offered in alternate years]

142. Engineering Geology.—An elementary course particularly arranged for civil engineering students. **3 s.h.** (E)

E.240. Indeterminate Structures.—Introductory course dealing with the application of theory of least work, deflection, and rotation to indeterminate stresses. Problems are solved analytically, graphically, and by deformeter. Prerequisites, course 131 and ability to read French or German. **3 s.h.** (E)

PROFESSOR BIRD

143-144. Projects in Civil-Mechanical Engineering.—This course may be assigned by the head of the department to certain seniors who have shown an aptitude for research in one distinct field of civil or mechanical engineering, in which case it may be substituted for certain general civil or mechanical engineering courses. **3 s.h.** (E) Either semester.

PROFESSORS BIRD, HALL, AND WILBUR

MECHANICAL ENGINEERING

79-80. Constructive Processes.—Recitation course covering general processes in foundry, forge, and machine shop. Trips to neighboring shops are made. Prerequisite, 4. Open only to mechanical engineering students. **2 s.h.** (E)

PROFESSOR WILBUR AND MR. MATHEWS

81. Mechanism.—Displacement, velocity, and acceleration diagrams. Particular attention is given to gearing, cams, trains of mechanisms, belts, and link work. Prerequisite, 4. **2 s.h.** (E)

PROFESSOR WILBUR

85. Steam Engineering.—Elementary principles of boilers, engines, turbines, and auxiliaries; properties of steam, fuels, and combustion. **2 s.h.** (E)

MR. MATHEWS

183-184. Machine Design.—Friction, lubrication, bearings, shafts, springs, pressure vessels, fastenings, gears, belting, friction clutches, and flywheels. Application of the above to proportioning parts of several complete machines. Prerequisites, 8, 81, and 107 (or concurrent). **6 s.h.** (E)

PROFESSOR WILBUR

187-188. Engineering Thermodynamics.—Properties and thermodynamics processes of gases and vapors; cycles; efficiencies and performances of heat engines. Prerequisite, 85, Math. 100. **6 s.h.** (E)

PROFESSOR WILBUR AND MR. MATHEWS

189-190. Junior Mechanical Engineering Laboratory.—Open only to mechanical engineering students. Use of steam and fuel calorimeters; gas analysis; oil testing; measurement of steam and air flow; tests on steam, oil, and internal combustion engines and boilers. (Concurrent with 187-188. **4 s.h.** (E)

PROFESSOR WILBUR AND MR. MATHEWS

199-200. Junior Mechanical Engineering Laboratory.—Open only to civil and electrical engineering students who have elected courses 187-188. Use of steam and fuel calorimeters; gas analysis; measurement of steam and air flow; tests on steam engines and turbines, boilers and internal combustion engines. **2 s.h.** (E)

PROFESSOR WILBUR AND MR. MATHEWS

191. Power Plants.—Factors which determine the location and type of power plant including heat balance and economics, boilers, feed water treatment, prime movers, condensers, auxiliaries, and accessories. Prerequisites, Math. 100 and courses 188 and 189. **3 s.h.** (E)

MR. MATHEWS

192. Power Plant Calculations.—Selection and combination of units, reports on piping and layout of equipment from plant inspection trips. Prerequisite, course 191. **3 s.h.** (E)

PROFESSOR WILBUR

193-194. Senior Mechanical Engineering Laboratory.—Economy and efficiency tests of steam engines, turbines, boilers, power plant auxiliaries, fans, internal combustion engines, and heating and refrigerating systems according to the A. S. M. E. Power Test Codes. Heat balance and heat transfer tests. Prerequisite, course 191 concurrently. **4 s.h.** (E)

PROFESSOR WILBUR AND MR. MATHEWS

195. Heating and Ventilating.—Heat losses from buildings; design of hot air, hot water, and steam heating systems; humidifying, air conditioning, and ventilation in homes, offices, and factory buildings. **3 s.h.** (E)

PROFESSOR BIRD

196. Refrigeration.—Heat transfer and heat insulation; cooling and refrigerating systems applied to ice manufacturing and cold storage; dry ice and other refrigerants considered. Prerequisites, courses 188 and 190 or 200. **3 s.h.** (E)

MR. MATHEWS

197. Internal Combustion Engines.—Otto and Diesel engine cycles as applied to the usual types of internal combustion engines using gaseous or liquid fuels. Analytical and graphical methods applied to fluctuations of energy, balancing of rotating parts, and regulation by governors. Prerequisites, courses 188 and 190 or 200. **3 s.h.** (E)

PROFESSOR WILBUR

198. Aeronautics.—Airfoils, parasite resistance, propellers, the complete airplane, stability, performance, dynamic loads, and equipment. Prerequisite, course 184. **3 s.h.** (E)

MR. MATHEWS

ELECTRICAL ENGINEERING

ASBURY BUILDING

PROFESSORS SCHEALER AND SEELEY; MESSRS. MEIER AND RANSON

91-92. Survey of Electrical Engineering.—A general survey course covering the entire field of electrical engineering, intended to give the electrical engineering student a general preview of the subject as a whole. Required of sophomores. Prerequisites, freshman mathematics and concurrent physics. **6 s.h.** (E)

PROFESSOR SEELEY AND STAFF

151-152. Principles of Electrical Engineering.—An elementary course consisting of lectures, recitations and laboratory covering direct and alternating currents and the fundamental principles of direct and alternating current machinery. This course serves as a general introductory course for electrical engineering students. One three-hour period in the laboratory per week is included in this course. Prerequisites, Physics 61-62, Mathematics 55, 100, and 231 (taken concurrently). **8 s.h.** (E)

PROFESSOR SEELEY AND MR. RANSON

153-154. Principles of Electrical Engineering.—An elementary course consisting of lectures, recitations, and laboratory covering the principles of direct and alternating current machinery, and their applications, designed especially for students in civil and mechanical engineering. This course includes one three-hour period in the electrical machinery laboratory per week. Prerequisite, Physics 61-62. **6 s.h.** (E)

MR. MEIER

155. Principles of Electrical Engineering: Advanced Direct-Current Machinery.—A study of the principles which underlie the design and operation of all types of direct current machinery. This course includes one three-hour period in the electrical machinery laboratory per week. Prerequisites, courses 151-152 and Mathematics 55 and 100. **3 s.h.** (E)

MR. MEIER

156. Electric Railways.—A course of lectures and recitations relating to the construction, operation, and equipment of different types of electric railways. Elective. Prerequisites, courses 151-152 and 155. **3 s.h.** (E)

MR. RANSON

158. Electric-Power Stations.—A course of lectures and recitations pertaining to the design, construction, and operation of electric power stations, both steam and hydraulic. Consideration of prime movers; generating machinery; switchboards; instruments, relays, and protective devices; operation and management; visits to neighboring plants. Prerequisites, courses 151-152 and 187-188. **3 s.h.** (E)

MR. RANSON

159. Electric-Power Transmission.—A course of lectures and recitations on the factors involved in the transmission of electrical energy over long distances and the use of hyperbolic functions in the solution of transmission line problem. Concurrent with course 257. Prerequisite, course 151-152. **3 s.h.** (E)

PROFESSOR SEELEY

257. Principles of Electrical Engineering: Advanced Alternating Currents.—The algebra of vectors and complex quantities used in electrical engineering. An advanced course in alternating currents and alternating current circuits. Prerequisites, course 151-152 and Mathematics 55, 100, and 231. **3 s.h.** (E)

MR. MEIER

258. Principles of Electrical Engineering: Advanced Alternating Current Machinery.—An advanced course consisting of lectures, recitations, and laboratory tests covering the principles underlying the construction and operation of alternating current machinery. A study of synchronous generators and motors, transformers, parallel operation of alternators, synchronous converters, polyphase induction motors, and single-phase induction, series, and repulsion motors. Prerequisite, course 257. **6 s.h.** (E)

MR. MEIER

261-262. High-Frequency Alternating Currents.—An advanced course on the principles of wire and wireless communication. A thorough study is made of the theory of coupled circuits, antenna, radiation, wave propagation over metallic circuits, nature of speech and sound, vacuum tubes, vacuum-tube circuits, wire and wireless-telephone circuits. Prerequisite, Mathematics 231. **6 s.h.** (E)

PROFESSOR SEELEY

263-264. Mathematical Analysis of Electrical Circuits.—An advanced course on the detailed mathematical analysis of certain circuits used in electrical engineering, with an introduction to the use of operational calculus as applied to electrical circuits. Elective. Prerequisites, course 151-152 and Mathematics 231. **6 s.h.** (E)

PROFESSOR SEELEY

E.265-266. Projects in Electrical Engineering.—Project work may be undertaken only by those who show special aptitude, or who have had previous experience on some problem. The consent of the head of the department must be obtained before registering. Seniors only. Elective credit. **6 s.h.** (E)

PROFESSOR SEELEY AND STAFF

ENGLISH

PROFESSORS BROWN, BAUM, GILBERT, GREENE, HUBBELL, AND WHITE;* ASSOCIATE PROFESSORS GOHDES AND MITCHELL; ASSISTANT PROFESSORS BLACKBURN, JORDAN, PATTON, AND VANCE; MRS. WHITE;* MESSRS. ANDERSON, FITZGERALD, GREGORY, HERRING, SUGDEN, WARD,* AND WEST; AND ASSISTANTS

1-2. English Composition.—All freshmen are required to take Course 1 and Course 2; however, those who earn a grade of "B" or more on the work of the first semester may in the spring substitute Course 4 for Course 2.

Students in Courses 1 and 2 who fail to earn an average grade of "C" on the work of both semesters and at least a grade of "C" on the work of the spring term are required to do the work of English 53 during their sophomore year. Those who do not earn a grade of "D" during the first semester are required to repeat during the spring Course 1; if they earn a grade of "D" or more at the end of the spring semester, they receive credit for the first half-year of work, and during their sophomore year they are required to do the work of English 2. Students whose grades for both semesters fall below "D" must repeat the entire course during their second year. **6 s.h.** (E & W)

ASSOCIATE PROFESSOR MITCHELL; ASSISTANT PROFESSORS PATTON, BLACKBURN, AND VANCE; MESSRS. GREGORY, WARD, SUGDEN, ANDERSON, AND FITZGERALD; MRS. WHITE

* Absent on leave, 1935-1936.

4. English Poetry and Writing.—The writing in this course consists of weekly themes assigned in connection with the poems studied.

No one is admitted to this course except those students who receive at least a grade of "B" on the work of Course 1.

Those who fail to earn a grade of "C" on the written work of this course must do the work of English 53 during their sophomore year. Second semester. **3 s.h.** (E & W)

ASSOCIATE PROFESSOR MITCHELL; ASSISTANT PROFESSORS PATTON AND VANCE; MESSRS. GREGORY, WARD, SUGDEN, AND ANDERSON; AND MRS. WHITE

53. English Composition.—A second course in composition. **3 s.h.** *Repeated in the second semester.* (W & E)

ASSISTANT PROFESSOR JORDAN

54. Composition.—This is a practical course in composition for those who desire a greater mastery of, and facility in, the use of the language than they get from English 1-2 and 53. **3 s.h.** (W)

ASSISTANT PROFESSOR JORDAN

†55-56. Prose Masterpieces.—6 s.h. (W & E)

ASSISTANT PROFESSORS VANCE AND BLACKBURN

†57-58. Prose Literature.—For candidates for honors. **6 s.h.** (W)

ASSISTANT PROFESSOR PATTON

†59-60. Contemporary Literature.—During the first semester the subject-matter is drama; during the second, fiction. Open to women and men. **6 s.h.** (E)

MRS. WHITE

†59-60. Contemporary Literature.—During the first semester the subject-matter is drama; during the second, poetry. Open to men and women. **6 s.h.** (W)

PROFESSOR HUBBELL

***63-64. A Survey of English Poetry.—6 s.h.** (W & E)

ASSOCIATE PROFESSOR GOHDES; ASSISTANT PROFESSOR PATTON; AND MR. SUGDEN

101-102. Composition.—This is an advanced course in writing for those who have done good work in the required courses in composition. Students who wish to take this course must have made a grade of "B" or more in English 1-2, or they must have credit for English 1-2 and English 53. The number of students in this course is limited, and all must have the consent of the instructor. **6 s.h.** (W)

ASSOCIATE PROFESSOR MITCHELL

Open to men and women.

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† Courses 55-56, 57-58, 59-60, and 63-64 are open only to sophomores and juniors. A student may not receive credit for 55-56 and 57-58.

103-104. Composition.—This course is concerned largely with descriptive and narrative writing.

Only students who are able to write with facility and correctness are expected to enroll for this course; they must have the consent of the instructor. **6 s.h.** (E)

ASSISTANT PROFESSOR BLACKBURN

Open to women and men.

105-106. Play-Writing.—The work of this course is concerned chiefly with the technique of the one-act play though study is made also of the longer forms. Worthy plays written by students are presented by the members of the play-production course.

Open to juniors, seniors, and sophomores approved by the Dean. **6 s.h.** (W)

MR. WEST

107-108. Journalism.—This course gives instruction and training in journalism. **6 s.h.** (W)

MR. SUGDEN

Open to students approved by the Dean.

119-120. History of the Theater.—This course makes a study of the development of the theater, methods of production, and representative plays of the various periods from the early Greeks to the present day.

Open to juniors, seniors, and sophomores approved by the Dean. **6 s.h.** (W)

MR. WEST

121-122. Play-Production.—This course deals with the theory and practice of producing plays. The work includes make-up, lighting, scene-design and painting, costume, directing, and stage-management. Plays are studied with a view to producing them. There is practice-work both in the laboratory and in the theatre.

Open to juniors, seniors, and sophomores approved by the Dean. **6 s.h.** (W)

MR. WEST

123-124. Shakespeare.—6 s.h. (W)

PROFESSOR BROWN

125-126. English Literature, 1798-1832.—This course consists of a study of representative English writers of prose and poetry from Wordsworth to Tennyson. **6 s.h.** (E)

PROFESSOR WHITE

[(W) section not offered in 1935-1936]

127-128. English Literature, 1832-1900.—This course consists of a study of representative prose-writers of the period. **6 s.h.** (W)

PROFESSOR GREENE

[Not offered in 1935-1936]

129-130. The History of the Novel in England.—6 s.h. (E)

ASSISTANT PROFESSOR VANCE

Open to women and men.

131. The Drama, 1770-1892.—3 s.h. (W)

PROFESSOR HUBBELL

[Not offered in 1935-1936]

133. Contemporary Poetry and Verse-Writing.—Beginning with a study of the elements and technique of poetry, this course proceeds to a general survey of twentieth-century poetry, giving special attention to the various modern forms and tendencies.

No student may enroll in this course without the consent of the instructor; only a small number can be admitted. **3 s.h.**

PROFESSOR WHITE

[Not offered in 1935-1936]

134. Contemporary Poetry and Verse-Writing.— The work of this course consists chiefly of the writing of verse by members of the class and of criticism of the manuscripts by the class. Prerequisite, English 133.

No student may enroll in this course without the consent of the instructor; only a small number can be admitted. **3 s.h.**

PROFESSOR WHITE

[Not offered in 1935-1936]

135-136. Critical Study of Literary Masterpieces.—The first semester is devoted mainly to the essay and related forms; the second, to other types, including narrative and lyric poetry, the novel, and the short story. **6 s.h.**

PROFESSOR BAUM

[Not offered in 1935-1936]

137-138. American Literature.—This course consists of wide reading in American prose and poetry. **6 s.h.** (W & E)

PROFESSOR HUBBELL AND ASSOCIATE PROFESSOR GOHDES

139-140. The Speaking Voice.—This course gives training in placement, pitch, range, and diction for use in professional work and in daily conversation.

Open to all undergraduates with the approval of the Dean of Undergraduate Instruction. **6 s.h.** (W)

MR. WEST

142. Materials and Methods in High-School English.—3 s.h. (E)

ASSISTANT PROFESSOR JORDAN

Open only to seniors.

143-144. English Literature, 1550-1660.—This course considers the most important non-dramatic literature from 1550 to 1660. **6 s.h.**

PROFESSOR GREENE

145-146. English Literature, 1832-1900.—This course consists of a study of representative English poets of the period with special emphasis on the study of the works of Tennyson, Browning, and Arnold. **6 s.h.** (w)

PROFESSOR GREENE

201-202. Anglo-Saxon.—This course requires no previous study of Anglo-Saxon. The first semester is given to a study of Anglo-Saxon grammar and to the reading of Anglo-Saxon prose; the second semester, to the reading and interpretation of "Beowulf." **6 s.h.** (w)

PROFESSOR BROWN

203-204. Chaucer.—6 s.h. (w)

PROFESSOR BAUM

205-206. Middle English.—This course consists of a study of early Middle English literature and of the history of the English language.

Students may elect English 205-206 without having studied either Anglo-Saxon or Middle English. **6 s.h.** (w)

PROFESSOR BAUM

207-208. English Literature, 1400-1550.—6 s.h. (w)

PROFESSOR BAUM

[Not offered in 1935-1936]

209-210. English Romances.—This course consists of a rapid reading of the chief romances of the Middle English period. **6 s.h.**

PROFESSOR BROWN

[Not offered in 1935-1936]

213-214. The Ballad and Other Folk-Lore.—This course consists of an extensive study of the ballad and other ancient and modern folk-songs and of other kinds of folk-lore. **6 s.h.** (w)

PROFESSOR BROWN

215-216. The Drama of the Elizabethan Period.—A study of the drama in England from its beginnings to 1640. **6 s.h.** (w)

PROFESSOR GILBERT

217-218. Spenser and Milton.—An exhaustive study of the works of Spenser and Milton. **6 s.h.** (w)

PROFESSOR GILBERT

219-220. English Literature, 1660-1798.—6 s.h (w)

PROFESSOR WHITE

[Not offered in 1935-1936]

221. The Drama in England, 1640-1770.—3 s.h.

PROFESSOR BAUM

[Not offered in 1935-1936]

225-226. Studies in Victorian Literature.—This course considers in an intensive way the works of some of the most important writers of the period. **6 s.h.** (w)

PROFESSOR BAUM

227-228. Literary Criticism.—A history of literary criticism. **6 s.h.** (w)
PROFESSOR GILBERT

229-230. American Literature, 1800-1870.—Seniors must have credit for English 137-138. **6 s.h.** (w)

PROFESSOR HUBBELL

[Not offered in 1935-1936]

231-232. Special Studies in American Authors.—6 s.h.
ASSOCIATE PROFESSOR GOHDES

[Not offered in 1935-1936]

233-234. American Literature since 1870.—6 s.h. (w)
ASSOCIATE PROFESSOR GOHDES

ARGUMENTATION AND PUBLIC SPEAKING

FOR SOPHOMORES, JUNIORS, AND SENIORS

151. Public Speaking.—A course in the fundamentals of public speaking with emphasis upon the effective presentation of ideas. **3 s.h.** (w)
MR. HERRING

152. Argumentation.—A course dealing with the principles of argumentation and debating with special emphasis upon brief-making and practice-speaking. Public questions are studied as parallel work. **3 s.h.** (w)
MR. HERRING

FINE ARTS

MISS HALL AND MISS GILMORE

Some practical work is required for each of these courses to train the eye and to develop ability for aesthetic analysis and criticism. This calls for no special aptitude, but rather a careful study of illustrative material and a serious effort to record observation. These courses, although given on the East Campus, are open to men as well as women.

Course 1-2 or 51-52 is a prerequisite for all other courses. These courses provide both a general survey for those whose schedules will not admit of further election in the department, and an introduction to art for those who may continue their study of the subject.

1-2. History of Art.—An outline of the development of styles in art, emphasizing Greek sculpture, French Medieval architecture, and Italian

Renaissance painting. This course aims to develop observation and aesthetic appreciation, as well as to relate the important monuments to their contemporary civilizations. For freshmen. **6 s.h.** (E)

MISS HALL

51-52. History of Art.—A survey of the development of architecture, sculpture, and painting from the Prehistoric period to the present. Not open to freshmen or to students who have had course 1-2. **6 s.h.** (E)

MISS GILMORE

53-54. Theory of Representation and Design.—A consideration of the general theory of tone relations, of the different modes of representation, and of the theory of design. The course aims to give a thorough understanding of the principles governing the art of drawing and painting as practiced in the past and at the present time. It will be open only to students who are enrolled in or have already completed a full course in the department. One lecture or conference and two laboratory hours. **4 s.h.** (E)

MISS GILMORE AND MISS HALL

101. Introduction to Medieval Art.—A study of the development of structure and decoration from the Pre-Romanesque sources through the twelfth century, with emphasis on the tendencies in Romanesque architecture and sculpture which underlie the logical development of Gothic art. **3 s.h.** (E)

MISS HALL

102. Development of Gothic Art.—An outline of the structural and decorative problems solved by the builders of the Middle Ages. This course emphasizes the architecture, sculpture, and stained glass of the great cathedrals, and touches upon the mural painting, panel painting, and manuscript illumination of the period. **3 s.h.** (E)

MISS HALL

103. Architecture of the Renaissance.—A study of the transition from Gothic to Renaissance architecture, with the subsequent developments and interrelations of the Renaissance styles in Italy, Spain, France, Germany, and England. **3 s.h.** (E)

MISS HALL

[Not offered in 1935-1936]

104. Modern Architecture.—A study of the changes in style, plan, and material arising about 1750 as the result of awakening archaeological interest, political conditions, and scientific invention. The course aims to illustrate, by means of buildings in Europe and America, the parallel development of classicism and romanticism, the succeeding phases of eclecticism, and the rise of functionalism. **3 s.h.** (E)

MISS HALL

[Not offered in 1935-1936]

107. Art of the Italian Renaissance.—A study of the rise and development of Italian painting and sculpture from the fourteenth through the sixteenth centuries. **3 s.h.** (E)

MISS GILMORE

[Not offered in 1935-1936]

108. Art of the Northern Renaissance.—A study of Flemish and German painting and sculpture of the fifteenth and sixteenth centuries, beginning with the Van Eycks and culminating in the work of Brueghel and Holbein. **3 s.h.** (E)

MISS GILMORE

[Not offered in 1935-1936]

109. Seventeenth-Century Painting.—An analysis of the character and tendencies of seventeenth century painting in Italy, Spain, and the Netherlands. **3 s.h.** (E)

MISS GILMORE

110. Impressionism.—An investigation of Impressionism in painting from its origins in the eighteenth century to its culmination in France in the work of Renoir, Cézanne, and Van Gogh. **3 s.h.** (E)

MISS GILMORE

COURSES OFFERED IN OTHER DEPARTMENTS RELATING TO THIS FIELD

English 121-122. Play-Production.

Greek 141-142. Greek Art.

Greek 243. Athenian Topography.

Greek 244. Greek Epigraphy.

Greek 247-248. Greek Archaeology.

Latin 115. Architecture of Ancient Rome.

Latin 215. Introduction to Roman Art and Archaeology.

Latin 216. Topography and Monuments of Ancient Rome.

Music 111-112. Harmony.

Music 63. History of Music to Beethoven.

Music 64. History of Music from Beethoven to the Present.

Philosophy 201-202. The Philosophy of Art.

Philosophy 213-214. History of Aesthetics.

Psychology 202. Psychology of Aesthetics.

FORESTRY

PROFESSORS KORSTIAN AND WOLF; ASSISTANT PROFESSOR MAUGHAN, AND MR. COILE

The undergraduate courses now available in forestry are designed primarily to afford a better understanding of trees and forests and of the economic and social importance of forests and forestry. Work in technical forestry leading to the professional degrees is not now available, although students who have had specialized training in technical forestry or in allied sciences may pursue graduate work in forestry leading to the master of arts and doctor of philosophy degrees (see *Bulletin on Forestry*).

Students who are preparing for graduate work in forestry are advised to take the courses outlined in the pre-forestry curriculum.

51. Principles of Forestry.—A brief survey of the field of forestry, its economic and social importance; the influence of forests on climate, streamflow, water supply, soil, erosion, and public health; life history of the individual tree and the development of the forest; reproduction, treatment, protection, measurement, management, and utilization of the forest; the principal forest regions and timber trees of the United States and a brief history of the forestry movement in America. The work consists of lectures, assigned readings, reports, and field trips. Open to sophomores, juniors, and seniors. **3 s.h.** (w)

ASSISTANT PROFESSOR MAUGHAN

154. Forest Tree Characteristics and Identification.—The characteristics, systematic classification, and identification of the more important forest trees of North America. Laboratory and field work with trees in winter and summer condition; development and growth of the individual tree, common occurrence of different species and their rôle in forest types. Prerequisite, one year of botany. **4 s.h.** (w)

PROFESSOR KORSTIAN

224. Forest Pathology.—Special reference to diseases of forest trees. Offered in alternate years. Prerequisites, Botany 1, 2, and Forestry 154 or equivalent. **4 s.h.** (w)

PROFESSOR WOLF

254. Dendrology.—The characteristics, identification and taxonomy of trees with special reference to species native to North Carolina and other important forest regions of the United States. Studies of special groups included. Prerequisite, two years of botany or forestry. **4 s.h.** (w)

PROFESSOR KORSTIAN

261. Introduction to Forest Soils.—Origin, formation, physical properties, moisture relations, and principles of soil fertility from the standpoint of plant growth, particularly forest trees; field identification of soils,

methods of sampling and laboratory analysis; relation of soil to site quality; soil regions of the world in relation to distribution of vegetation, especially forests. **4 s.h.** (w)

PROFESSOR KORSTIAN AND MR. COILE

GERMAN LANGUAGE AND LITERATURE

PROFESSORS VOLLMER, KRUMMEL, AND WANNAMAKER; ASSISTANT PROFESSOR WILSON; MESSRS. SHEARS AND MAXWELL

The courses in the 100-group (except 101-102, 103-104, and 119-120) are third-year college courses in German and are open to students who have passed two years of college German here or elsewhere.

The courses in the 200-group are fourth-year college courses in German and are open to students who have passed three years of college German here or elsewhere. These courses are also open to graduate students.

Although courses in the 100 and 200 groups are regarded as full-year courses, students will receive 3 semester-hours credit if they take only one semester's work.

Transfer students who have studied German elsewhere or freshmen who have studied German in secondary schools, are requested to consult with the German Department before registering for any course.

COURSES OFFERED IN 1935-1936

1-2. Elementary German.—6 s.h. (E & W)
ASSISTANT PROFESSOR WILSON; DRS. SHEARS, AND MAXWELL

3-4. Intermediate German.—6 s.h. (E & W)
PROFESSOR KRUMMEL, ASSISTANT PROFESSOR WILSON; DRS. SHEARS, AND MAXWELL

101-102. Elementary German.—For juniors and seniors only. **6 s.h.** (W)

103-104. Intermediate German.—For juniors and seniors only. **6 s.h.** (W)

107. Scientific German.—3 s.h. (W)
PROFESSOR WANNAMAKER

108. Advanced Scientific and Medical German.—3 s.h. (W)
PROFESSOR WANNAMAKER

109-110. German Prose Fiction.—6 s.h. (W)
PROFESSOR KRUMMEL

[Not offered in 1935-1936]

111-112. Introduction to the Classic Drama.—6 s.h. (W)
ASSISTANT PROFESSOR WILSON

113-114. Masterpieces of German Prose.—German lyrics and ballads. **6 s.h.** (W)
ASSISTANT PROFESSOR WILSON

[Not offered in 1935-1936]

115-116. German Drama of the Nineteenth Century.—6 s.h. (W)
PROFESSOR KRUMMEL

117-118. Conversational German.—6 s.h. (W)
DR. MAXWELL

119-120. Great Epochs in German Literature.—(Translations are used—knowledge of German not required.) **6 s.h.** (W)
PROFESSOR VOLLMER

123-124. Modern German Short Story.—6 s.h. (W)
DR. SHEARS

[Not offered in 1935-1936]

125-126. Contemporary German Literature.—6 s.h. (W)
DR. SHEARS

127-128. Survey of Nineteenth-Century German Literature.—6 sh. (F)
PROFESSOR VOLLMER

201-202. Goethe.—6 s.h. (W)
PROFESSOR KRUMMEL

207-208. German Romanticism.—6 s.h. (W)
PROFESSOR VOLLMER

209-210. Nineteenth-Century Drama.—6 s.h. (W)
PROFESSOR KRUMMEL

[Not offered in 1935-1936]

211-212. Heinrich Heine.—6 s.h. (W)
PROFESSOR VOLLMER

[Not offered in 1935-1936]

213-214. German Literature during the Empire, 1871-1914.—6 s.h. (W)
PROFESSOR VOLLMER

GREEK

PROFESSOR PEPPLER; ASSISTANT PROFESSOR WAY; AND MR. TRUESDALE

Courses 121-122, 141-142, and 131 are entirely in English and require no knowledge of the Greek language. The purpose in offering them is to give a wider circle of students some conception of the debt which modern civilization owes to the Greeks.

1-2. Course for Beginners.—6 s.h. (W)
MR. TRUESDALE

Open to all students.

53-54. Xenophon.—*Anabasis,* Books I-IV. **6 s.h.** (W)
MR. TRUESDALE

Open to students who offer one unit of Greek for admission and to those who have completed course 1-2.

105-106. Homer.—*Iliad,* Books I-VI. **6 s.h.** (w)

PROFESSOR PEPPLER

Open to students who offer two units of Greek for admission and to those who have completed courses 1-2 and 53-54 or their equivalent.

107-108. Plato.—*Apology, Crito,* and selections, together with collateral reading in the *Memorabilia* of Xenophon and in the *Clouds* of Aristophanes. **Euripides.**—One play, to serve as an introduction to Greek tragedy. **6 s.h.** (w)

ASSISTANT PROFESSOR WAY

Open to students who offer three units for admission and to others who have completed the required preliminary work.

115-116. Sight Reading in Greek.—Three hours per week through the year. **4 s.h.** (w)

ASSISTANT PROFESSOR WAY

117-118. Greek Prose Composition.—The character of this course is determined by the needs of the students who elect it. **2 s.h.** (w)

PROFESSOR PEPPLER

121-122. Greek Literature in English Translation.—The purpose of this course is to give a general survey of the life and civilization of the Greeks, especially to those who have never studied the language but wish to become acquainted with some of the choicest portions of the literature by the use of translations. It is, however, open as an elective to all juniors and seniors, whether they know Greek or not. First, the *Iliad* and the *Odyssey* are read in translation and illustrated with stereopticon views of the excavations and discoveries at Troy and other cities of the Mycenaean age; then, many of the extant plays of the three great tragic poets are studied in English translations. **6 s.h.** (w)

PROFESSOR PEPPLER

The student may elect course 122, whether or not he has taken course 121.

141-142. Greek Art.—Lantern lectures, introduced or supplemented by formal lectures dealing mainly with Greek sculpture and Greek architecture. Some account is given of Egyptian and Mesopotamian art by way of introduction. No knowledge of Greek is required. **6 s.h.** (w)

ASSISTANT PROFESSOR WAY

Greek 131—Latin 132. Ancient History.— First semester: history of Greece with brief introduction dealing with Oriental nations. Second semester: history of Rome. **6 s.h.** (w)

PROFESSOR ANDERSON

201-202. Greek Drama.—Selected plays are read, and their dramatic construction and distinctive features are discussed. **6 s.h.** (w)

PROFESSOR PEPPLER

203-204. Homer.—*Odyssey.* **Pindar and Bacchylides. 6 s.h.** (w)

PROFESSOR PEPPLER

205-206. Greek Historians.—Herodotus, Books VII and VIII; Thucydides, Books VI and VII. **6 s.h.** (w)

PROFESSOR PEPPLER

207-208. Greek Orators.—Selected speeches. **6 s.h.** (w)

PROFESSOR PEPPLER

209-210. Plato.—*Symposium, Protagoras,* and parts of the *Republic.* **6 s.h.** (w)

ASSISTANT PROFESSOR WAY

211-212. Aristophanes.—Selected comedies. **6 s.h.** (w)

PROFESSOR PEPPLER

Only one of the six year-courses for seniors and graduates (201-212), listed above, is offered each year.

243. Athenian Topography.—The topography and monuments of ancient Athens. **3 s.h.** (w)

ASSISTANT PROFESSOR WAY

244. Greek Epigraphy.—Lectures on the history of the alphabet, and the development of the local Greek alphabets, followed by extensive reading of inscriptional texts in facsimile. **3 s.h.** (w)

ASSISTANT PROFESSOR WAY

245. Greek Dialects.—A linguistic study of transliterated inscriptions illustrative of the major Greek dialects. The interrelations of the dialectal forms are examined with reference, where possible, to their origin in pro-ethnic Greek. **3 s.h.** (w)

ASSISTANT PROFESSOR WAY

246. Greek Historical Inscriptions.—The more valuable historical inscriptions are read in chronological order and interpreted in their general bearing upon the course of Greek history. **3 s.h.** (w)

ASSISTANT PROFESSOR WAY

247-248. Greek Archaeology.—Advanced course in the general field for seniors and graduates, comprising architecture, sculpture, vases and the minor arts. **6 s.h.** (w)

ASSISTANT PROFESSOR WAY

Of the courses numbered from 243 to 248 only two semester-courses are offered each year.

Graduates of Duke University may attend the American School of Classical Studies at Athens, Greece, without charge for tuition, and are eligible to compete for the fellowships that are offered annually by the School. These consist of two fellowships in Greek archaeology and one in the language, literature, and history of ancient Greece, each with a stipend of $1,400. They are awarded mainly on the basis of examinations held in the beginning of March of each year.

HEALTH AND PHYSICAL EDUCATION

TRINITY COLLEGE

DIRECTOR OF PHYSICAL EDUCATION WADE; ASSISTANT DIRECTOR VOYLES; ASSISTANTS CALDWELL, CAMERON, CHAMBERS, COOMBS, CRICHTON, GERARD, HAGLER, PERSONS, WAITE, WARREN; AND GYMNASIUM DIRECTOR CARD

REQUIRED PHYSICAL EDUCATION FOR MEN

A thorough medical and physical examination is made of each student on entering the University. Those who reveal pronounced physical deficiencies are excused from the regular courses in physical education and are required to take Corrective Gymnastics. Students assigned to this work continue to take it until they have been pronounced reasonably sound. Thereupon they withdraw from this course and register in the regular physical education course. A student may take from one to eight semesters of this special work. The other students must elect a different activity each semester. In general, these activities fall in one of three groups: those developing physical efficiency; those affording competitive contests; and those occupying recreative or leisure time. Since a student is not allowed to take the same course twice, he covers four courses in the two years of required work.

Twelve courses are open to students of the freshman class: Basketball, Boxing, Corrective Gymnastics, Cross Country, Football, Soccer Football, Beginning Swimming, Beginning Tennis, Tumbling, Beginning Track, Wrestling, and Handball.

Eleven courses are open to sophomores: Apparatus Stunts, Baseball, Boxing, Corrective Gymnastics, Cross Country, Football, Golf, Advanced Swimming, Track, Touch Football, and Advanced Tennis.

Courses numbered 1 to 49 are for freshmen. All freshmen who do not pass the physical examination must enroll in courses 5-6. Those who pass the physical examination enroll in any of the other eleven courses.

Courses numbered 50 to 99 are for sophomores. All sophomores who do not pass the physical examinations must enroll in courses 55-56. Those who pass the physical examination enroll in any of the other ten courses.

The regulation indoor suit consists of a sleeveless shirt (white for freshmen, blue for sophomores) with "Duke" across the front, white running pants, supporter, sweat socks and rubber-soled shoes. For the out-door work a sweat suit should be added to the above list and shoes suitable for the sport.

FOR FRESHMEN

1-2. Basketball.—1½ s.h.	MR. WAITE
3-4. Boxing.—1½ s.h.	MR. WARREN
5-6. Corrective Gymnastics.—1½ s.h.	MR. CHAMBERS
7-8. Handball.—1½ s.h.	MR. WAITE

11-12. Soccer Football.—1½ s.h. MR. GERRARD

13-14. Beginning Swimming.—1½ s.h. MR. PERSONS

17-18. Beginning Tennis.—1½ s.h. MR. GERARD

19-20. Tumbling Stunts.—1½ s.h. MR. CARD

21-22. Track. —1½ s.h. MR. WAITE

25-26. Wrestling.—1½ s.h. MR. WARREN

41. Cross Country.—1½ s.h. MR. CHAMBERS

37. Football.—1½ s.h. MR. CALDWELL

FOR SOPHOMORES

51-52. Apparatus Stunts.—1½ s.h. MR. CARD

53-54. Boxing.—1½ s.h. MR. WARREN

55-56. Corrective Gymnastics.—1½ s.h. MR. CHAMBERS

59-60. Baseball.—1½ s.h. MR. COOMBS

61-62. Golf.—1½ s.h. MR. CRICHTON

63-64. Advanced Swimming.—1½ s.h. MR. PERSONS

65-66. Touch Football.—1½ s.h. MR. HAGLER

67-68. Advanced Tennis.—1½ s.h. MR. GERARD

69-70. Track and Field Events.—1½ s.h. MR. VOYLES

91. Cross Country.—1½ s.h. MR. CHAMBERS

87. Football.—1½ s.h. MR. VOYLES

ELECTIVE COURSES IN PHYSICAL EDUCATION

Students in Group VI A may elect twelve semester-hours from the courses offered below.

These courses are arranged to help meet the increasing demand for teachers who are qualified to teach physical education and to coach.

171. Recreational Activities.—Combative contests, games, mass athletics; supervision of community recreation. **3 s.h.**

MR. GERARD

173. Health Education and Corrective Gymnastics.—Detection of abnormalities and treatment by physical methods. Prerequisite, Zoölogy 1-2. **4 s.h.**

MR. CHAMBERS

182. Organization and Administration of Physical Education and Athletics.—2 s.h.

MR. WADE, MR. VOYLES

187. School Programs of Physical Education.—3 s.h.

MR. GERARD

190. Training and First Aid.—2 s.h.

MR. CHAMBERS

192. History, Systems, and Theories of Physical Education.—3 s.h.

MR. VOYLES

WOMAN'S COLLEGE

MISS GROUT, DIRECTOR

MRS. CHATNEUFF, MISS CIRCLE, MISS LEWIS, MISS WYCHE

Six hours credit in physical education, with an average grade of "C" must be completed for graduation. For women students two hours a week through the junior year are needed to fulfill this requirement.

All students are given a physical and medical examination upon entering and at intervals throughout their college course. Classes in individual gymnastics and moderate sports are arranged for those who should not take the more active work.

The regulation costume (approximate cost $6.00) should be purchased from the college store at the beginning of the year. Uniform tank suits are provided at the gymnasium.

ACTIVITIES OFFERED

Fall term (October to December): Hockey, soccer, swimming, tennis, riding, moderate sports, volleyball.

Winter term (December to March): Danish gymnastics and apparatus, individual gymnastics, posture training, tumbling and stunts, clog and character dancing, folk dancing, natural dancing, swimming, diving, life-saving, basketball.

Spring term (March to June): Tennis, swimming, riding, baseball, track and field events, archery, golf fundamentals.

ELECTIVES IN PHYSICAL EDUCATION

In view of the fact that there is an increasing demand for teachers of general subjects who are qualified to assist in physical education in the public schools, the following courses are offered as electives for prospective teachers and as introductory courses for students planning to continue the study of physical education as a profession. Students other than those in Group VI do not receive academic credit for these courses.

81. History and Principles of Physical Education.—Prerequisite, Educational Psychology. An historical survey of physical education stressing the relation between the types of activity developed and the social and political ideals of different nations and periods. An interpretation of aims and objectives; a study of the relative values of the activities in a program of physical education. **3 s.h.**

MISS GROUT

102. The Teaching of Physical Education in Elementary Schools.—Required of women students in Group VI B. A course intended to familiarize prospective elementary school teachers with methods and materials used in teaching physical education to children; includes discussions on the theory of physical education, and practice in teaching elementary school activities. Courses 102 and 185 are mutually exclusive. Open to sophomores, juniors, and seniors. **3 s.h.**

MISS GROUT

181-182. Methods of Teaching Athletic Activities.—A course in the theory and practice of teaching and officiating in team games and athletic sports for girls and women. Open to juniors and seniors. **6 s.h.**

THE STAFF

185. The Teaching of Physical Education in Secondary Schools.—This course is intended to give prospective high school teachers an acquaintance with problems connected with physical education in secondary schools in order that they may be better fitted to help with high school athletics in communities where no physical education teacher is provided. Discussions and practice teaching. Courses 185 and 102 are mutually exclusive. Open to sophomores, juniors, and seniors. **3 s.h.**

MISS GROUT

HYGIENE

S112. Personal and School Hygiene.—General, personal, and school hygiene with some instruction in anatomy and physiology; cause, transmission, and prevention of communicable diseases; the more common defects of school children; school-house sanitation; medical inspection; etc. **3 s.h.**

MISS GARDINER

HISTORY

PROFESSORS BOYD, LAPRADE, RIPPY,* AND SHRYOCK; ASSOCIATE PROFESSORS BALDWIN AND CARROLL; ASSISTANT PROFESSORS QUYNN AND NELSON; MESSRS. LANNING, MCCLOY, MANCHESTER, MABRY, MUNYAN, AND WOODY

The undergraduate courses in history are designed to afford (1) an introduction to the study of history by a survey of the history of modern Europe; (2) a more intensive study of general American history; (3) opportunities for more advanced study of phases of American, English, European, and Hispanic-American history which interest the teachers and students.

Course 1-2 or 51-52 is a prerequisite for all other courses; courses 91 and 92 are prerequisite for courses 104, 113, 114, 119-120, 121-122, 215-216, 229. Sophomores who took only one semester of course 1-2 in the freshman year may be admitted to courses 91 and 92 or 65-66, provided they made a grade of B or above on the semester taken. Courses offered for seniors and graduates are limited to twenty-five students; juniors may not elect them without special permission from the department and the

* Absent on leave, 1935-1936.

Council on Graduate Instruction. Sophomores must obtain permission of the instructor in order to be admitted to courses numbered above 100; students who are not fully qualified sophomores will not be admitted to these courses.

1-2. Modern and Contemporaneous Europe.—In this course the development of modern Europe since the middle of the sixteenth century is traced with special reference to the rise of nationality, the Industrial Revolution, scientific thought, domestic politics in the leading states, colonial expansion, diplomacy, and the World War. **6 s.h.** (W & E)

Sophomores and juniors may not be admitted to this course. Courses 1 and 2 are each offered in both semesters.

ASSISTANT PROFESSORS NELSON AND QUYNN; DRS. LANNING, MCCLOY, MANCHESTER, WOODY, AND MABRY

51-52. Modern and Contemporaneous Europe.—The history of Europe since the beginning of the sixteenth century with special reference to the rise of nationality, the Industrial Revolution, colonial expansion, and international relations. **6 s.h.** (W & E)

Courses 51 and 52 are each offered in both semester.

ASSOCIATE PROFESSOR BALDWIN, DRS. LANNING AND WOODY, MR. MUNYAN

Not open to freshmen or to students who have had course 1-2.

65-66. The Social and Cultural History of Western Europe in the Seventeenth and Eighteenth Centuries.—6 s.h. (W)

DR. MCCLOY

91. Political and Social History of the United States to 1830.—A general survey of the development of the United States in which effort is made to place the proper emphasis on underlying economic or other causes of political and social progress. Old number 9. **3 s.h.** (W & E)

PROFESSOR SHRYOCK; AND DRS. LANNING, MANCHESTER, WOODY, AND MABRY

92. Political and Social History of the United States, 1830 to 1900.—This course completes the work begun in 91. Old number 91. **3 s.h.** (W & E)

PROFESSOR SHRYOCK; AND DRS. LANNING, MANCHESTER, WOODY, AND MABRY

Note: In courses 91 and 92 no texts are required, but each student pays a class fee of $3.00 per semester with which all books to be read are purchased and placed in the libraries. This fee is collected through the Treasurer's office.

101-102. Early European Civilization.—A study of the development in Western Europe of the institutions and culture of ancient times and the middle ages. **6 s.h.** (E)

Sophomores who made an average grade of "B" or more on course 1-2 may be admitted to this course.

ASSISTANT PROFESSOR QUYNN

104. Political and Social Evolution of the South since 1865.—3 s.h. (w)
PROFESSOR BOYD

113. American Colonial History, 1606-1783.—The growth of institutions and the economic life in the English colonies and the American Revolution. **3 s.h.** Prerequisites, courses 91 and 92. (w)
DR. WOODY

114. History of the United States since Reconstruction.—Reconstruction and its aftermath, cultural, political, and economic development since 1876, agrarian and labor problems, the rise of large industry, the Spanish War and imperialism, the World War, and post-bellum problems. Old number 113. **3 s.h.** Prerequisites, courses 91 and 92. (w)
DR. LANNING

Ancient History.—Greek 113—Latin 132.—See Department of Latin and Roman Studies. (w)

119-120. Social and Economic History of the American People.—Particular attention is given to the relations between economic forces and such phases of social life as the family, morals and customs, immigration, crime and punishment, amusements, public opinion, and public health. Old number 119. **6 s.h.** Prerequisites, courses 91 and 92. (w)
PROFESSOR SHRYOCK

121-122. The Church in American History.—Among the subjects considered are the relation of theology and church government to political theory and practice, the social and political results of the Great Awakening and of ecclesiastical controversies, the part played by the Church in the American Revolution and in the making of state constitutions, in education, westward expansion, in the reform movements of the nineteenth century, labor controversies, the Civil and World Wars, and internationalism. **6 s.h.** Prerequisites, courses 91 and 92. (E)
ASSOCIATE PROFESSOR BALDWIN

[Not offered in 1935-1936]

123-124. English History.—A study of transitions in the political institutions and social development from the Norman Conquest to the present. Old number 124. **6 s.h.** (w)
PROFESSOR LAPRADE

125. The Ancient Régime, the French Revolution, and Napoleon.—3 s.h. (w)
ASSOCIATE PROFESSOR CARROLL

126. The Congress of Vienna and the Rise of the European Nations to 1870. 3 s.h. (w)
ASSOCIATE PROFESSOR CARROLL

127. History of Latin America: The Colonial Period.—A survey of the Spanish and Portuguese background, the conquest of the semi-civilized Indians of America, the founding and government of the Spanish and

Portuguese Colonies in the New World, and their struggle for independence. The economic phase of Colonial enterprise will be emphasized **3 s.h.** (w)

PROFESSOR RIPPY

128. History of Latin America: The National Period.—A survey of the political, social, and especially the economic development of the Latin American nations, with some attention to their foreign relations. **3 s.h.** (w)

PROFESSOR RIPPY

130. The Expansion of Europe, 1415-1763.—The penetration of other lands by Western European peoples and the influence of this movement on the countries from which these peoples went. **3 s.h.** (w)

DR. MANCHESTER

FOR SENIORS AND GRADUATES

205-206. English Constitutional History.—After a brief review of the Anglo-Saxon period a detailed study is made of those medieval institutions which form the basis of the British constitution. This is followed in the second semester by a general survey of the changes wrought in English political history during the seventeenth and eighteenth centuries, the main lines of constitutional development since 1800, and an outline of the British government as it exists today. Old number 204. **6 s.h.** (w)

PROFESSOR LAPRADE

[Not offered in 1935-1936]

208. Studies in the Social History of the United States.—3 s.h. (w)

PROFESSOR SHRYOCK

[Not offered in 1935-1936]

209-210. Constitutional History of the United States, 1763 to 1860.—Among the subjects considered are the issues and nature of the Revolution, the problems of the confederation, the nature of the constitution in the light of its early interpretations, the rise of political parties, sectionalism and its attendant political and economic interests, and the slavery controversy. Old number 210. **6 s.h.** (w)

PROFESSOR BOYD

[Not offered in 1935-1936]

211. The Teaching of History and Civics (Education 225).—Old number 212. **3 s.h.** (w)

DR. MANCHESTER

215-216. History of the United States' Foreign Policy.—This course traces the history of American diplomacy since 1789. Prerequisites, courses 91 and 92. **6 s.h.** (w)

PROFESSOR RIPPY

[Not offered in 1935-1936]

217-218. Europe since 1870.—International relations since the Franco-German War is the chief subject of study in this course; special emphasis is placed upon the underlying economic and political influences. Old number 217. **6 s.h.** (w)

ASSOCIATE PROFESSOR CARROLL

[Not offered in 1935-1936]

219-220. The History of the European Proletariate.—This course is concerned chiefly with the origins, expansions, and organization of the industrial working classes of Europe. The following problems are emphasized: the decline of serfdom, the growth of an urban working class and social revolutions in England, France and Germany prior to the eighteenth century, the results of the Industrial Revolution, and labor movements and theories during the nineteenth and twentieth centuries. Old number 218. **6 s.h.** (w)

ASSOCIATE PROFESSOR CARROLL

223-224. Medieval Institutions and Culture.—A consideration of the classical heritage, the Germanic infusion, development of ecclesiastical, feudal, monarchical, and communal institutions, relations of Church and State, the rise of universities, vernacular literatures, philosophy, and art in the period 300-1300 A. D. Old number 223. **6 s.h.** (w)

ASSISTANT PROFESSOR QUYNN

221-222. The Age of the Renaissance.—A survey of social and cultural changes in Western Europe from Dante to Erasmus. Old number 222. **6 s.h.** (w)

ASSISTANT PROFESSOR NELSON

225-226. The Age of the Reformation.—A survey of European civilization from 1500 through the Peace of Westphalia. **6 s.h.** (w)

ASSISTANT PROFESSOR NELSON

[Not offered in 1935-1936]

229. The History of North Carolina.—The evolution of the commonwealth from its origins to the present is traced with particular emphasis on social conditions and the recent period. **3 s.h.** (w)

PROFESSOR BOYD

231. The Hispanic Colonies of the New World.—The development of the Iberian states as colonizing powers, the work of the conquerors, the Spanish colonial policy and system, their influences and results, native races, the international contest for supremacy, and the decay of Spanish power in America and the Philippines. Old number 232. **3 s.h.** (w)

DR. LANNING

233-234. The Hispanic-American Republics.—A survey of the political, economic, and social development of the Hispanic-American nations since the beginning of the movement for independence in 1810. Considerable attention is also given to the foreign commerce and foreign relations of these nations. Old number 231. **6 s.h.** (w)

PROFESSOR RIPPY

LATIN AND ROMAN STUDIES

PROFESSORS ROSBOROUGH AND ANDERSON; ASSISTANT PROFESSOR GATES

Work is offered in several branches of Roman Studies: Latin Language and Literature, Roman Art and Archaeology, Ancient History, Roman Law. Students who present two entrance credits in Latin should take course 3-4; those who present three entrance credits should take courses 57 and 15, following up with course 4 the second semester; those who enter with four units of Latin should register for course 41-42. *(A beginner's course, 1-2, will be offered in case of sufficient demand.)* All Latin courses are open to both men and women on either campus.

3. Cicero's Orations.—Four orations including the *Manilian Law* and *Archias,* with attention to prose style. Prerequisite, two units of entrance Latin. **3 s.h.**

4. Vergil's Aeneid.—Selections from Books I-VI, to the amount of four books, will be read and translated, due attention being paid to prosody. Prerequisite, three entrance units and Latin 57 taken in the semester preceding admission to the course, unless Latin 3 was taken. **3 s.h.**

15-16. Latin Prose Composition.—Recommended to students who are pursuing courses 3-4, 57, and 41-42. **2 s.h.**

ASSISTANT PROFESSOR GATES

41. Terence.—Comedies. **3 s.h.** (W)

Selected Latin Prose Writers, or **Cicero:** *De Senectute* and *De Amicitia* may be substituted. **3 s.h.** (E)

THE STAFF

42. Horace.—The Odes and Epodes. **3 s.h.** (W & E)

THE STAFF

53. Sallust and Tacitus.—The *Jugurtha* of Sallust, the *Agricola* of Tacitus. Prerequisite, Latin 41-42 or an equivalent. **3 s.h.**

ASSISTANT PROFESSOR GATES

54. Catullus.—Most of the poems will be read, and Catullus's influence on certain ancient and modern poets will be discussed. **3 s.h.**

ASSISTANT PROFESSOR GATES

57. Sight Reading in Classical Latin.—One afternoon period of an hour and a half per week through the first semester devoted to practice in the reading of Latin of the classical period; designed to train students to read with facility. Recommended for students entering with three units of Latin as preparation for beginning Vergil the second semester. *No outside preparation required.* **1 s.h.**

PROFESSOR ROSBOROUGH

58. Sight Reading in Medieval Latin.—One afternoon period of an hour and a half per week through the second semester devoted to reading

interesting medieval prose and poetry. Prerequisite, at least one of the following courses: 3, 4, 41, 42, and 57. *No outside preparation required.* **1 s.h.**

PROFESSOR ROSBOROUGH

59. Roman Law.—
[Not offered in 1935-1936]

101-102. Tacitus and Suetonius; Juvenal and Persius.—
[Not offered in 1934-1935]

103. The Roman Elegiac Poets.—
[Not offered in 1935-1936]

104. Horace: The Satires and Epistles.—
[Not offered in 1935-1936]

105. Martial: Epigrams.—The development of the epigram before him; his significance in the history of the epigram and for the age of Domitian; his influence traced down into the modern world. **3 s.h.** (w)

PROFESSOR ROSBOROUGH

106. Letters of Pliny the Younger.—Study of the society and institutions of his time. **3 s.h.** (w)

PROFESSOR ROSBOROUGH

107. Livy: *Ab Urbe Condita.*—Books I, XXI, and XXII entire. **3 s.h.**

ASSISTANT PROFESSOR GATES

108. Cicero's Letters.—A considerable amount of the interesting and important correspondence of Cicero will be read. **3 s.h.**

ASSISTANT PROFESSOR GATES

109. Materials and Methods Course.
[To be offered 1936-1937]

111-112. Roman Literature in English Translation.
[Not offered in 1935-1936]

113-114. Roman Civilization.
[Not offered in 1935-1936]

115. The Architecture of Ancient Rome.—An introductory course open to juniors and seniors. Building materials and methods of construction; the orders; a study of the remains, plans, and reconstructions from illustrative photographs and lantern slides of private and public buildings; forums, aqueducts, basilicas, temples, amphitheatres, etc. Considerable attention will be paid to Roman engineering. **3 s.h.**

PROFESSOR ROSBOROUGH

Ancient History: Greek 131—Latin 132.—*First semester:* History of Greece with a brief introduction on Oriental nations. *Second semester:* History of Rome. May be counted for credit as History, Greek, or Latin, but carries no language credit. **6 s.h.** (w)

PROFESSOR ANDERSON

201. Roman Fiction.—[Not offered in 1935-1936]

202. Early Latin Christian Writers.—[Not offered in 1935-1936]

203-204. Epic Poetry.—The development and significance of the epic in Latin literature, with considerable reading in the Roman epic poets. **6 s.h.**
ASSISTANT PROFESSOR GATES

205-206. Roman Drama.
[Not offered in 1935-1936]

207-208. Roman Philosophy.—Lucretius, *De Rerum Natura;* selected readings from the philosophical works of Cicero and Seneca. **6 s.h.** (w)
PROFESSOR ANDERSON

209-210. Vulgar Latin: Introduction to Romance Philology.
[Not offered in 1935-1936]

215. Introduction to Roman Art and Archaeology.
[Not offered in 1935-1936]

216. Topography and Monuments of Ancient Rome.—A study of the site of Rome, its development and expansion; city plan; public buildings, dwelling houses, aqueducts, sewers, fora, theatres, shops, etc. **3 s.h.**
PROFESSOR ROSBOROUGH

LAW COURSES FOR ACADEMIC STUDENTS

PROFESSORS BILLIG, BOLICH, LON FULLER, LOWNDES, MCDERMOTT; AND MR. ROALFE

The first-year program of the Law School is as follows:

L.201. Orientation and Introduction to Procedure.—2½ s.h.
PROFESSOR BOLICH

L.203-204. Contracts and Quasi-Contracts.—7 s.h.
PROFESSOR LON FULLER

L.205-206. Criminal Law and Its Administration.—4 s.h.
PROFESSOR MCDERMOTT

L.208. Chattel Transactions.—3 s.h.
PROFESSOR BILLIG

L.210. Possessory Estates.—2 s.h.
PROFESSOR BOLICH

L.211-212. Torts.—6 s.h.
PROFESSOR LOWNDES

Legal Bibliography.—1¼ s.h.
MR. ROALFE

MATHEMATICS

PROFESSORS FLOWERS, ELLIOTT, AND RANKIN; ASSISTANT PROFESSORS ALDRIDGE, CARLITZ, DALE, HICKSON, MILES, PATTERSON, ROBERTS, AND THOMAS; MESSRS. DRESSEL AND GREENWOOD; AND ASSISTANTS

Courses 1 and 2 are the traditional freshman courses in college algebra and trigonometry. Students preferring a unified course in elementary mathematics to the traditional plan of studying the elementary subjects separately should take course 3-4 instead of courses 1 and 2. Course 3-4 is required of students in the Business Administration and Pre-Medical Groups, and special sections of this course will be designated for these students. A freshman who has had some trigonometry and a good high-school record in algebra should take course 7. Additional credit will not be given in freshman courses which duplicate in content, and the office should always be consulted about this before registration. A student should consult the department for particulars regarding honors work in mathematics.

1. College Algebra.—*Each semester.* **3 s.h.**

Students found deficient in elementary algebra may be required to review this before registering for course 1. (W & E)

STAFF

2. Plane Trigonometry.—*Each semester.* **3 s.h.** (W)—Fall semester. (W & E)—Spring semester.

STAFF

Prerequisite, except by special permission of the department, course 1.

3-4. Elementary Mathematical Analysis.—A unified course treating elementary topics in mathematics. Math. 3, **3 s.h.**, and Math. 4, **3 s.h.** (W & E)

STAFF

7. Algebra and Trigonometry.—This course is a treatment of the essentials of algebra and trigonometry. Open to students approved by the department. **3 s.h.** (W & E)

STAFF

9-10. Engineering Mathematics.—This course, given for engineering freshmen and other students who desire to take more than 6 hours mathematics in their freshman year, includes college algebra, plane trigonometry, and plane and solid analytic geometry. **10 s.h.** (E)

ASSISTANT PROFESSOR PATTERSON

11-12. Engineering Mathematics.—This course is given for engineering freshmen who do not qualify to take mathematics 9-10. *See Department of Engineering.* **10 s.h.** (E)

ASSISTANT PROFESSOR PATTERSON

16. Solid Geometry.—Given second semester on sufficient demand. **3 s.h.** (W)

STAFF

50. Plane and Solid Analytic Geometry.—*Each semester.* **4 s.h.** (W & E)

STAFF

Prerequisites, courses 1 and 2, or 3-4.

55. Differential Calculus.—*Each semester.* **4 s.h.** (W & E)

STAFF

Prerequisite, course 50.

71. Mathematics of Investment.—An elementary course dealing with simple and compound interest, annuities certain, amortization, sinking funds, depreciation, evaluation of bonds, and life insurance; primarily for students in business administration. **3 s.h.** (W)

ASSISTANT PROFESSOR HICKSON

Prerequisite, 6 hours of college mathematics. This course does not count toward a major in mathematics.

74. Statistics.—An elementary course in statistics primarily for students in business administration. **3 s.h.** (W)

ASSISTANT PROFESSOR HICKSON

Prerequisite, 6 hours of college mathematics. This course does not count toward a major in mathematics.

100. Integral Calculus.—*Each semester.* **4 s.h.** (W & E)

STAFF

Prerequisites, courses 50 and 55.

FOR SENIORS AND GRADUATES

201. History of Mathematics.—This course deals with the evolution of the following topics: number system, arithmetic, geometry, algebra, trigonometry, analytical geometry, calculus, modern geometry. Brief sketches of the lives of the builders of mathematics will be given. **3 s.h.** (W)

PROFESSOR RANKIN

204. The Teaching of Mathematics.—A study of the fundamental processes in mathematics, the literature on mathematics, methods of study, content of courses, special features, applications, correlation of different branches of mathematics. **3 s.h.** (W)

PROFESSOR RANKIN

Prerequisite, course 100 unless the two are taken simultaneously.

207. Fundamental Concepts of Algebra and Geometry.—This course deals with the concepts: number, variable, function, limit, group, symbolism, definition, postulate, axiom, proposition, space, and proof. **3 s.h.** (W)

PROFESSOR RANKIN

Prerequisite, course 100.

225. Theory of Equations and Determinants.—**3 s.h.** (W)

PROFESSOR ELLIOTT

Prerequisite, course 55.

226. Galois Theory of Equations.—The notion of a field. Properties of finite groups. The group of an equation over a field. Criteria for solvability by means of radicals. **3 s.h.** (W)

ASSISTANT PROFESSOR CARLITZ

Prerequisite, course 225.

228. Number Theory.—A study of elementary properties of integers; operations with respect to a modulus; theorems of Fermat and Wilson. **3 s.h.** (w)

ASSISTANT PROFESSOR ROBERTS

Prerequisite, course 100.

229. Theory of Algebraic Numbers.—Ideals and unique factorization. Divisor of the discriminant. Determination of the class number. **3 s.h.** (w)

ASSISTANT PROFESSOR CARLITZ

Prerequisite, course 225.

231. Differential Equations.—A study of the more common types of ordinary differential equations. Primarily a problem course for engineers. **3 s.h.** (w)

PROFESSOR ELLIOTT

Prerequisite, course 100.

235-236. Modern Higher Algebra.—A study of linear dependence, solution of a set of linear equations. Study of matrices, linear transformations, invariants of linear transformations, bilinear forms. **6 s.h.** (w)

ASSISTANT PROFESSOR THOMAS

Prerequisite, course 55.

239-240. Advanced Calculus.—This course is a study of the processes of the calculus, their meanings and applications. It is designed to furnish a necessary preparation for advanced work in analysis and applied mathematics. **6 s.h.** (w)

PROFESSOR ELLIOTT

Prerequisite, course 100.

250. Modern Geometry.—Modern geometry of the triangle, transversals, harmonic sections, harmonic properties of the circle, inversions, poles, polars, etc. Valuable to teachers of high-school geometry. **3 s.h.**

PROFESSOR RANKIN

Prerequisite, course 55.

252. Non-Euclidean Geometry.—An introduction to the geometry of Bolyai and Lobachevsky. **3 s.h.** (w)

ASSISTANT PROFESSOR ROBERTS

Prerequisite, course 100.

255-256. Projective Geometry.—The elements of projective geometry treated synthetically. Introduction to homogeneous coördinates with application to projective geometry. Study of different types of collineations. **6 s.h.** (w)

ASSISTANT PROFESSOR THOMAS

Prerequisite, course 55.

259-260. Analytic Geometry of Space.—The usual topics treated in cartesian and homogeneous coördinates. An introduction to differential geometry is included. **6 s.h.** (w)

PROFESSOR ELLIOTT

Prerequisite, course 55.

270. Topology.—Axiomatic treatment of the fundamental ideas. **3 s.h.** (w)

ASSISTANT PROFESSOR ROBERTS

Prerequisite, course 239.

275. Probability.—Introductory course. Combinatory analysis, mean values, Bernoulli's theorem, the probability integral, statistics. **3 s.h.** (w)

ASSISTANT PROFESSOR MILES

Prerequisite, course 100.

276. Probability.—Continuation of course 275. Geometrical probability, probability of causes, theory of errors, applications. **3 s.h.** (w)

ASSISTANT PROFESSOR MILES

280. Fourier's Series and Spherical Harmonics.—The properties of Fourier's series and spherical harmonics with application to problems of mathematical physics. *Either semester.* **3 s.h.** (w)

ASSISTANT PROFESSOR DALE

Prerequisite, course 100.

281. Elementary Potential Theory.—Fields of force; Newtonian potentials due to volume and to surface distributions. Primarily for students who are interested in mathematical physics. **3 s.h.** (w)

ASSISTANT PROFESSOR MILES

Prerequisite, course 100.

284. Vector Analysis.—This course is a study of the different vector products and the calculus of vectors, with applications to geometry and mechanics. **3 s.h.** (w)

PROFESSOR ELLIOTT

Prerequisite, course 100.

MUSIC

MR. BROADHEAD

63. History of Music to Beethoven.—Study of the development of music from its origins through the primitive, ancient, medieval, polyphonic, and classic periods; showing the evolution of our present system of tonality. Illustrated by phonographic recordings and by actual performances.

Not open to freshmen. Open to men and women. **3 s.h.** (E)

MR. BROADHEAD

64. History of Music from Beethoven to the Present.—The romantic and post-romantic periods of the nineteenth century. Music in America. Twentieth century tendencies. Illustrated.

Not open to freshmen. Open to men and women. **3 s.h.** (E)

MR. BROADHEAD

111-112. Harmony.—An appreciation of harmonic structure through practice in composition. Notation, scales, intervals, triads, chords of the seventh; harmonization of melodies, figured and unfigured basses; modulation, ornaments. The elements of form; the construction of original works in the simpler forms for voices and instruments.

Open to men and women with the approval of the instructor. **6 s.h.** (E)

MR. BROADHEAD

PHILOSOPHY

PROFESSORS WIDGERY, CRANFORD, AND GILBERT; AND MR. MCLARTY

Sophomores may take courses prescribed for juniors, and juniors may take courses prescribed for seniors, by obtaining permission through the instructor.

98. Introduction to Ethics.—An elementary consideration of some of the important moral problems in the light of philosophical tradition and the science of values. **3 s.h.** (E)

Sophomores and approved freshmen.

PROFESSOR GILBERT AND MR. MCLARTY

101. Introduction to Philosophy.—This course is intended to acquaint the student with the nature of philosophical problems and to show how they arise in the mind of the individual. Lectures and assigned readings with reports. **3 s.h.**

(W) PROFESSOR CRANFORD, (E) PROFESSOR GILBERT; MR. MCLARTY

102. Continuation of 101.—3 s.h.

PROFESSOR CRANFORD AND MR. MCLARTY

104. Logic.—A study of the laws and principles of deductive and inductive reasoning. Textbook and discussion. **3 s.h.** (E)

PROFESSOR GILBERT

105-106. Introduction to the History of Philosophy.—A study of the great philosophical thinkers with special reference to the problems of a philosophy of human life. **6 s.h.** (W)

PROFESSOR WIDGERY AND MR. MCLARTY

107. Introduction to the Philosophy of Religion.—3 s.h.

PROFESSOR WIDGERY

[Not offered in 1935-1936]

201-202. The Philosophy of Art.—Study of the various phases of the aesthetic experience and forms of beauty with analysis of examples. Particular attention will be given to recent writers on aesthetics. Lectures, discussion, and reports. **6 s.h.** (E)

PROFESSOR GILBERT

203. The Philosophy of Conduct.—This course attempts a critical inquiry into the fundamental concepts and principles of human conduct, approached from the standpoint of nature, psychology, and philosophy. It analyzes the content of moral consciousness, and seeks to find the laws that rule in the realm of virtue and finally to discover the ultimate nature of the right. Lectures and textbooks. Text used: Everett's *The World of Values.* **3 s.h.** (w)

PROFESSOR CRANFORD

204. Christian Ethics.—This course attempts a critical inquiry into the fundamental concepts and principles of conduct in the light of Christianity. It seeks to show the practical application of these concepts and principles in a doctrine of Christian virtue and duties. Lectures and textbook. Text used: Smyth's *Christian Ethics.* **3 s.h.** (w)

PROFESSOR CRANFORD

205. The Philosophy of History.—An inquiry into the logic and methodology of the knowledge of history, and into the metaphysical implications of history. Lectures, discussions, and reports. **3 s.h.**

PROFESSOR WIDGERY

[Not offered in 1935-1936]

207. Political Philosophy.—A critical study of the bases of political authority and of the purposes of political organization, with special reference to prevailing forms of government in Italy, France, Germany, England, and the United States. **3 s.h.** (w)

PROFESSOR WIDGERY

209-210. The Philosophy of Religion.—A critical consideration of the data of empirical religion and the constructive development of a modern philosophy of religion. Lectures, discussions, and reports. **6 s.h.** (w)

PROFESSOR WIDGERY

211-212. The History of Philosophy.—The history of European philosophical speculation from its rise among the Greeks to the middle of the nineteenth century. Lectures, study of texts, and reports. **6 s.h.** (w)

PROFESSOR WIDGERY

[Not offered in 1935-1936]

213-214. History of Aesthetics.—The tracing of the historical solutions of traditional problems, such as the nature of imitation, symbolism, the ugly, the sublime, and the comic, the relation of art to nature, to morals, and to economics, the relation of the particular arts to each other, the standard of taste. General theories will be illustrated and tested by examples from the arts. Reading and discussion. **6 s.h.** (E)

PROFESSOR GILBERT

216. Contemporary Philosophy.—A study of the leading philosophical movements in Europe and America in the last fifty years. Lectures, discsusions, and reports. **3 s.h.** (w)

PROFESSOR WIDGERY

221. Spinoza.—Detailed study of Spinoza's works showing the development of his own thought and his relation to his contemporaries. Lectures and reports. **3 s.h.** (W)

PROFESSOR GILBERT

[Not offered in 1935-1936]

223-224. Idealism and Rationalism.—A survey of idealistic systems of philosophy, with chief emphasis on the more recent developments in idealistic thinking. Lectures and assigned readings with reports. **6 s.h.** (W)

PROFESSOR CRANFORD

226. The History of Ethics.—Theories of morality from Socrates to the present time. **3 s.h.** (W)

PROFESSOR WIDGERY

227. Hegel.—A study of a selection of the texts together with recent interpretation. Lectures and reports. **3 s.h.** (W)

PROFESSOR GILBERT

PHYSICS

PROFESSORS EDWARDS AND HATLEY; ASSISTANT PROFESSORS CONSTANT AND NIELSEN; MESSRS. CARPENTER AND MOUZON; AND ASSISTANTS

The first course in physics deals largely with those fundamental facts and theories concerning the physical universe that are supposed to be of interest to every intelligent man, and the matter presented is within the comprehension of every college student.

The courses in physics after the first year are designed to meet the needs of three classes of students: (1) those desiring to specialize in physics with a view to work in teaching or investigation; (2) those intending to pursue the study of medicine, biology, or chemistry; (3) those looking forward to the study of engineering. The work of the first year is designed to lay a broad foundation for subsequent study.

1-2. General Physics.—This course stresses neither mathematical processes nor exact measurements. It traces historically and experimentally the development of great principles. Three hours recitations and two hours laboratory. **8 s.h.** (E & W)

PROFESSORS EDWARDS AND HATLEY, DR. CARPENTER, AND ASSISTANTS

3-4. Pre-Medical Physics.—This course is designed to meet in a thorough way the requirements for entrance into the study of medicine. The course is made up of demonstration lectures, recitations, problem periods, and laboratory sections. **10 s.h.** (W)

PROFESSORS EDWARDS AND HATLEY; DRS. MOUZON AND CARPENTER; AND ASSISTANTS

5-6. Physics for Engineers.—A course in general physics which gives special emphasis to engineering problems. Open to sophomores who have completed trigonometry. Four hours recitation (E) and three hours laboratory. **10 s.h.** (W)

PROFESSOR HATLEY, DR. MOUZON, AND ASSISTANTS

7-8. General Physics.—A lecture demonstration course covering the fundamental principles of physics. No laboratory exercises are given in this course. Students desiring individual laboratory work should take laboratory courses. **6 s.h.** (w)

PROFESSOR EDWARDS

11-12. Laboratory Physics.—In this course students are taught methods of exact observation and measurements in mechanics, heat, sound, light, and electricity. Physics 1-2 prerequisite or may be taken concurrently. **1 to 3 s.h.** (w) (Credit of more than **1 s.h.** will be given on the option of the instructor.)

DR. MOUZON AND ASSISTANTS

53. Electricity and Optics.—A course which covers the fundamental principles of electricity and optics in a more complete and advanced manner than is possible in Physics 1. This is a lecture course with demonstrations but without individual laboratory work. Physics 102 and Physics 67-68 are correlated laboratory courses. **3 s.h.** (w) Prerequisite, Physics 1-2.

PROFESSOR EDWARDS

54. Elementary Atomic Physics.—A lecture course covering advanced physical optics and the physics of the atom. Correlated laboratory work will be arranged if desired. **3 s.h.** (w) Prerequisites, Physics 1-2 and Math. 1-2.

PROFESSOR EDWARDS

55. Mechanics.—This course covers in a thorough way the more advanced phases of mechanics which do not require the use of the calculus. **3 s.h.** (w) Prerequisites, Physics 1-2 and Math. 1-2.

DR. CARPENTER

56. Heat.—A semester course covering the principles of heat. This course is a preparation for advanced courses in Physical Chemistry and Thermodynamics. **3 s.h.** (w) Prerequisite, Physics 1-2.

DR. CARPENTER

63. Household Physics.—A course designed primarily to meet the requirements for students in physics who specialize in domestic science. The course is based on Whitman's *Physics of Household*. First or second semester. **3 s.h.** (E)

[Not offered in 1935-1936]

64. Teacher's Physics.—This course is designed primarily for those intending to teach physics in secondary schools. Enough advanced theory is covered to give some perspective, but special emphasis is placed on a study of method, every-day application of principles, construction of apparatus, the mounting of classroom experiments, and general laboratory technique. First or second semester. **3 s.h.** (w) Prerequisite, Physics 1-2.

DR. CARPENTER

67-68. Laboratory Exercises in Physics.—A laboratory course which demonstrates the process by which an experimental science is built and emphasizes fundamental principles. **2 s.h.** (E & W) Physics 1-2 or 7-8 prerequisite. Physics 53-54 or 55-56 should be taken concurrently.

PROFESSOR EDWARDS AND ASSISTANTS

If less than ten students elect any one of the preceding courses, it may be withdrawn at the option of the instructor.

101. Physics Problems.—First or second semester, each one, two, or three hours. Total possible credit **3 s.h.** (W) Physics 1-2 prerequisite.

DR. CARPENTER

102. Electrical Measurements.—This course is intended as a general elective for students in electrical engineering and physics. A fundamental course in electrical engineering, or course 53 is a prerequisite. One recitation and two three-hour laboratory periods per week. **3 s.h.** (W)

ASSISTANT PROFESSOR NIELSEN

FOR SENIORS AND GRADUATES

The following courses are arranged primarily for senior students but they are open to graduate students. An elementary knowledge of the calculus and credit for 12 semester-hours in Physics is presumed in all of the following courses.

203-204. Analytical Mechanics.—Geometry of motion; kinematics of a particle and of a rigid body; statics, kinetics of a particle and of a rigid body; relative motion; general principles of mechanics. **6 s.h.** (W)

DR. MOUZON

205-206. Physical Optics.—This course deals with interference, diffraction, polarization, absorption, dispersion; in general it will cover those topics treated in a text such as Wood's *Physical Optics*. Two lectures and one three-hour laboratory period per week. **6 s.h.** (W)

PROFESSOR HATLEY

207-208. Electricity and Magnetism.—This course covers the fundamental phenomena of direct and alternating currents and magnetism. Page and Adams' *Electricity and Magnetism* is used as a basis for the lectures. Three lectures per week, throughout the year. **6 s.h.** (W)

ASSISTANT PROFESSOR CONSTANT

211-212. History of Physics.—A rapid review of the fundamental laws of physics developed from the historical point of view. First or second semester. **2 s.h.** (W)

PROFESSOR EDWARDS

213-214. Contemporary Physics.—A course which covers in a descriptive manner the fundamental concepts and experimental basis of modern theories of the structure of matter. **6 s.h.** (W)

ASSISTANT PROFESSORS NIELSEN AND CONSTANT AND DR. MOUZON

215-216. Advanced Physics Laboratory.—Experiments correlated with Physics 213-214 in addition to certain of the classical experiments of physics. Those who have not had the equivalent are recommended to take concurrently Physics 213-214. This course may also be taken separately. **2 to 4 s.h.** (W)

ASSISTANT PROFESSORS NIELSEN AND CONSTANT AND DR. MOUZON

COURSES IN ELECTRICAL ENGINEERING OPEN TO STUDENTS IN PHYSICS DESIRING MINOR WORK IN ELECTRICAL ENGINEERING

257. Principles of Electrical Engineering: Advanced Alternating Currents.—The algebra of vectors and complex quantities used in electrical engineering. An advanced course in alternating currents and alternating current circuits. Prerequisites, course 151-152 and Mathematics 25, 30, and 231. **3 s.h.** (E)

PROFESSOR SCHEALER

258. Principles of Electrical Engineering: Advanced Alternating Current Machinery.—An advanced course consisting of lectures, recitations, and laboratory tests covering the principles underlying the construction and operation of alternating current machinery. A study of synchronous generators and motors, transformers, parallel operation of alternators, synchronous converters, polyphase, induction motors, and single phase induction, series and repulsion motors. **6 s.h.** (E) Prerequisite, Engineering 257.

PROFESSOR SCHEALER

POLITICAL SCIENCE

PROFESSORS WILSON AND RANKIN; MESSRS. GIBSON, MITCHELL,* AND SIMPSON

21-22. Principles of Citizenship.—An introductory study of the principles and problems of government in general, with emphasis upon problems of current importance. Elective for freshmen, except in engineering groups. **6 s.h.** (W & E)

MESSRS. GIBSON AND SIMPSON

101-102. American Government and Politics.—A study of the American political system, including the organization and functioning of national, state, and local government in the United States. *Open to sophomores by special permission.* **6 s.h.** (W & E)

PROFESSORS WILSON AND RANKIN AND MESSRS. GIBSON AND SIMPSON

Course 101-102 is ordinarily taken before any advanced course in political science. Students who have not had course 101-102 or its equivalent may be admitted to advanced courses in the department only with the approval of the instructors concerned.

* **Resigned January 31, 1935.**

125. American Political Parties and Practical Politics.—A study of the historical development, organization, and methods of political parties in the United States. **3 s.h.** (w)

MR. ————

164. Railroad Regulation in the United States.—A study of powers, activities, and the interrelationship of regulatory bodies, state and federal, as evidenced in legislation, administrative functioning, and judicial interpretation. **3 s.h.** (w)

MR. ————

207. American Constitutional Law and Theory.—A study of leading principles of American Government, as developed through judicial interpretation of the Constitution. **3 s.h.** (w)

PROFESSOR WILSON

[Not offered in 1935-1936]

209. State and Local Governments in the United States.—A study of the historical development of state and local governments, their present organization, their relation to each other and to the federal government. Special attention is given to state and county government in North Carolina. **3 s.h.** (w)

PROFESSOR RANKIN

223. Political Thought to the Seventeenth Century.—A survey of political thought from the time of Plato to the close of the sixteenth century, with emphasis upon concepts of continuing importance. **3 s.h.** (w)

PROFESSOR WILSON

224. Modern Political Theory.—Political theories of the seventeenth, eighteenth, and nineteenth centuries are studied, with particular reference to their influence upon modern political institutions. **3 s.h.** (w)

PROFESSOR WILSON

225-226. Comparative Government.—A survey of government in modern states, dealing particularly with the political systems of the British Empire, France, Germany, Italy, Japan, Russia, and Switzerland. **6 s.h.** (w)

MR. ————

227-228. International Law and International Organization.—Elements of public international law, with particular attention to interpretation and application by the United States. Certain international organizations are studied with special reference to their significance for international law. **6 s.h.** (w)

PROFESSOR WILSON

229. American Political Institutions.—A study of the formation and development of institutions of the national government in the United States, with historical and analytical treatment. **3 s.h.** (w)

PROFESSOR RANKIN

294. Municipal Government and Administration.—A study of general problems related to the structural system and activities of municipalities in the United States. Special reference is made to the problems of municipal government in North Carolina. **3 s.h.** (W)

PROFESSOR RANKIN

PSYCHOLOGY

PROFESSORS MCDOUGALL AND STERN;* ASSOCIATE PROFESSOR LUNDHOLM AND RHYNE; ASSISTANT PROFESSORS ADAMS AND ZENER

****101. Introduction to Psychology: General Principles of Mental Activity and Growth.—3 s.h.** (W & E)

Sections 1 and 2 (W), and 3 (E) fall semester.

PROFESSOR MCDOUGALL AND ASSOCIATE PROFESSORS LUNDHOLM AND RHINE

Section 4 (E) spring semester.

ASSOCIATE PROFESSOR RHINE

102. Introduction to Psychology: With Special Reference to the Life and Growth of Intellect.—This course is supplementary to 101. **3 s.h.** (W)

ASSISTANT PROFESSOR ZENER

103. Introduction to Psychology: Physiological, Experimental, and Applied.—3 s.h. (W)

ASSISTANT PROFESSOR ZENER

[Not offered in 1935-1936]

104. Comparative Psychology.—3 s.h. (W)

ASSISTANT PROFESSOR ADAMS

107-108. Psychological Analysis of Prominent Characters in Literature.—Selected seniors and juniors only. **2 s.h.** (W)

ASSOCIATE PROFESSOR LUNDHOLM

114. Psychology of Personality.—3 s.h. (W)

ASSOCIATE PROFESSOR RHINE

201. Social Psychology.—2 s.h. (W)

PROFESSOR MCDOUGALL

202. Psychology of Aesthetics.—3 s.h. (W)

ASSOCIATE PROFESSOR LUNDHOLM

208. Neurological Foundations of Psychology.—4 s.h. (W)

ASSISTANT PROFESSOR ZENER

209. Advanced Laboratory Psychology, with Lectures.—4 s.h. (W)

Seniors with permission of instructor.

ASSISTANT PROFESSOR ZENER

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* Visiting Professor for academic year 1934-1935.

** This course is a prerequisite for all other courses in Psychology. It is not open to students of lower standing than juniors, except sophomores who have an average grade of "B" or better.

210. Physiological Psychology.—3 s.h. (w)
ASSISTANT PROFESSOR ZENER

[Not offered in 1935-1936]

212. Psychology of Childhood and Growth.—1 s.h. (w)
(Selected problems.)
VISITING PROFESSOR STERN

215. Child Psychology.—3 s.h. (w)
ASSISTANT PROFESSOR ADAMS

216. Seminar in Comparative Psychology.—2 or 3 s.h. (w)
ASSISTANT PROFESSOR ADAMS

[Not offered in 1935-1936]

217. Gestalt Theory.—3 s.h. (w)
ASSISTANT PROFESSOR ADAMS

[Not offered in 1935-1936]

219. History of Psychology.—2 s.h. (w)
PROFESSOR MCDOUGALL

223. Abnormal Psychology.—3 s.h. (w)
ASSOCIATE PROFESSOR LUNDHOLM

224. Laboratory Methods in Animal Psychology.—3 s.h. (w)
ASSISTANT PROFESSOR ADAMS

225. Contemporary Schools of Psychology.—3 s.h. (w)
Seniors with permission of instructor.
ASSISTANT PROFESSOR ZENER

231-232. Introduction to Research.—Selected seniors only. **2 or 3 s.h.** (w)
PROFESSOR MCDOUGALL, VISITING PROFESSOR STERN, ASSOCIATE PROFESSORS LUNDHOLM AND RHINE, AND ASSISTANT PROFESSORS ADAMS AND ZENER

RELIGION

PROFESSORS MYERS, BRANSCOMB, CANNON, GARBER, HICKMAN, ORMOND, RUSSELL, SMITH, AND SPENCE; ASSISTANT PROFESSOR CRUM; MR. CLARK AND MRS. SPENCE

The Department of Religion is divided into several subdivisions. The purpose is to offer courses through which the college student, especially one looking forward to some form of Christian work, may secure a general view of the field of religion, both in theoretical and in practical phases.

Courses 1-2, 51-52, 54, 101-102, 103-104, 105, 161, 163, 169-170, 203-204, 213-214, 215-216, 265, 270, 275-276, 281-282, and Philosophy 203 (Philosophy of Conduct) -204 (Christian Ethics) may be taken to fulfill the requirement in Religion.

1. The English Bible.—Survey of the contents of the historical and prophetic books of the Old Testament with particular reference to the literary, historical, and religious values. Required of all students majoring in Religion, and is open to others as an elective in the freshman year. **3 s.h.** (E & W)

PROFESSORS MYERS, SPENCE, AND ORMOND; ASSISTANT PROFESSOR CRUM; AND MRS. SPENCE

2. The English Bible.—Study of the Psalms, wisdom literature, and the literature of the New Testament with special attention given to the literary, historical, and religious values. Required of all students majoring in Religion, and open to others as an elective in the freshman year. **3 s.h.** (E & W)

PROFESSORS MYERS, SPENCE, AND ORMOND; ASSISTANT PROFESSOR CRUM; AND MRS. SPENCE

51. The History of the Hebrew People.—A study of the Hebrew people that gives attention to their political history, their religious and social institutions, their literary development, with special reference to their contributions to civilization. For sophomores who have not had 1-2. **3 s.h.** (E & W)

PROFESSOR MYERS, ASSISTANT PROFESSOR CRUM, AND MRS. SPENCE

52. New Testament Literature.—A study of the literature of the New Testament, its historical background, and its religious value. For sophomores who have not had 1-2. **3 s.h.** (E & W)

PROFESSOR MYERS, ASSISTANT PROFESSOR CRUM, AND MRS. SPENCE

54. Great Epochs in Church History.—The most important events in the history of the Christian Church from the Apostolic Age through the Reformation are considered in their bearing on civilization. For sophomores. **3 s.h.** (W)

PROFESSOR GARBER

[Not offered in 1935-1936]

101. The Social Teachings of the Prophets and Jesus.—A study of the social teachings of the Old Testament prophets and of the social ideals of Jesus as they appear in the four gospels. **3 s.h.** (W)

PROFESSOR ORMOND

102. The Christian Church in the Social Order.—This course will deal with the Christian Church in its service to society and its relation to other social institutions. **3 s.h.** (W)

PROFESSOR ORMOND

103. The Prophets of the Old Testament.—In this course a study is made of the history and nature of prophecy, with particular attention being given the messages of the outstanding pre-exilic literary prophets. **3 s.h.** (W)

PROFESSOR MYERS

104. The History and Religion of the Jews to the Roman Period.—The work in this course is based largely on exilic and post-exilic prophecy, the wisdom literature, and the earlier apocalyptic and apocryphal literature. **3 s.h.** (w)

PROFESSOR MYERS

[Not offered in 1935-1936]

105. Founders and Literatures of Great Religions.—Biographical and historical studies in the lives and times of Laotze, Confucius, Mahavira, Nanak, Buddha, Ikhnaton, Socrates, Zoroaster, Mohammed, Moses, Isaiah, Jesus, and Paul, together with readings in the sacred writings of the world's religions.

For juniors only, approved by the dean of undergraduate instruction. Seniors take 281-282. Enrollment limited to 25. M.W.F. 10:40. **3 s.h.** (w)

PROFESSOR CANNON

161. The Educational Work of the Church.—An introductory study of Christian education in the local church, including a treatment of aims, procedures, administrative relationships, personnel and curriculum. Directed to the needs of lay workers in the church. **3 s.h.** (w)

PROFESSOR SPENCE

163. Religious Education of Children.—An analysis of the religious life, interests and capacities of children; including a study of the problems, objectives, methods, and materials involved in teaching religion to children. Directed to the needs of the lay workers in the church. **3 s.h.** (E)

MRS. SPENCE

169. Character Problems.— Problems of youth in character-building. **3 s.h.** (w)

ASSISTANT PROFESSOR CRUM

170. Religion and the Modern Home.– A study of the American home in its contemporary social and religious aspects. **3 s.h.** (w)

ASSISTANT PROFESSOR CRUM

203-204. Introduction to the Old Testament.—The origin, literary form, and contents of the books of the Old Testament in their historical setting. **6 s.h.** (w)

PROFESSOR RUSSELL

213-214. The Beginnings of Christianity.—A survey course dealing with the background, the beginnings, and the early history of Christianity. Special attention is given the creation of the literature of the New Testament. **6 s.h.** (w)

DR. CLARK

SR.215. The Life of Jesus.—A study of the life of Jesus as recorded in the Synoptic Gospels. **3 s.h.** (w)

PROFESSOR MYERS

[Offered in the second semester]

SR.216. The Teaching of Jesus.—An interpretation of the teaching of Jesus as recorded in the Synoptic Gospels. **3 s.h.** (w)

PROFESSOR MYERS

[Not offered in 1935-1936]

SR.265. Religious Drama.—A historical survey of the relation between religion and drama, a study of the uses and underlying principles of religious drama, and a critical examination and interpretation of selected dramatic productions. **3 s.h.** (w)

PROFESSOR SPENCE

SR.270. Masterpieces of Great Religious Literature.—This course is devoted to the religious thought in the literature from the second to the twentieth centuries, with special attention given modern religious poetry. Open to juniors who have had 105. M.W.F. 10:40. **3 s.h.** (w)

PROFESSOR SPENCE

275. Introduction to the Psychology of Religion.—Study of the major factors of religious experience, together with conditions bearing upon its genesis and growth. **3 s.h.** (w)

PROFESSOR HICKMAN

276. Advanced Psychology of Religion.—Psychological study of such problems as worship, prayer, and various types of belief. Some attention to special problems. Prerequisite, course 275 or its equivalent. **3 s.h.** (w)

PROFESSOR HICKMAN

281. The Nature and Early Development of Religion.—Introduction to the early history of religion, the beliefs and practices of the more primitive peoples, and the religious life of the ancient world. **3 s.h.** (w)

PROFESSOR CANNON

282. Living Religions of the World.—A survey of the religious systems of India, China, and Japan, followed by a study of Judaism, Mohammedanism, and Christianity, the object being to trace the historical development of each religion. **3 s.h.** (w)

PROFESSOR CANNON

203. The Philosophy of Conduct.—(See Department of Philosophy for description. **3 s.h.** (w)

PROFESSOR CRANFORD

204. Christian Ethics.—(See Department of Philosophy for description.) **3 s.h.** (w)

PROFESSOR CRANFORD

ELECTIVE COURSES

All courses listed as acceptable in fulfilling the requirement in the Department of Religion are also open as electives for other students, with the exception of courses 1-2 and 51-52. After the requirements in Religion have been met, consent of the instructor must be secured to be admitted to the other courses in the group offered to meet the requirements in the Department.

131-132. American Christianity.—The aim of this course is to trace the growth of the different branches of the Christian Church in the United States, Canada, and Hispanic America. Prerequisite, History 1-2 or its equivalent. **6 s.h.** (w)

PROFESSOR GARBER

[Not offered in 1935-1936]

201-202. Introductory Hebrew.—A study in the Hebrew language. The reading of the first eight chapters of Genesis inductively. **6 s.h.** (w)

PROFESSOR ————

SR.211-212. Hellenistic Greek.—A course for students who wish to begin the study of the language of the New Testament. Selections from the New Testament will be read in the second semester. **6 s.h.** (w)

DR. CLARK

217. The New Testament in Greek.—Rapid reading in Greek text of the New Testament. Prerequisite, six semester-hours' study of the Greek language. **3 s.h.** (w)

DR. CLARK

218. Galatians and I Corinthians.—A detailed study of two of Paul's major epistles. The course will be based on the Greek text. Prerequisite, New Testament 217 or its equivalent. **3 s.h.** (w)

DR. CLARK

219. Life of Paul.—A study of Paul's life on the basis of Acts and the letters of Paul, emphasizing the permanent values in Paul's work and his contribution to the world. **3 s.h.** (w)

PROFESSOR MYERS

[Not offered in 1935-1936]

220. I Peter and the Gospel of John.—A detailed study of two of the non-Pauline writings of the New Testament. The course will be based on the Greek text. Prerequisite, New Testament 217 or its equivalent. **3 s.h.** (w)

DR. CLARK

233. Church History to the Reformation.—A survey of the growth of the Christian Church from the Apostolic Age to the Reformation. **3 s.h.** (w)

PROFESSOR GARBER

234. History of the Evangelical Movement.—Beginning with the Lutheran Reformation, this course traces the rise, growth, influence, and history to 1800 of the Calvinistic, Anglican, Reformed, Quaker, Baptist, and Methodist movements. **3 s.h.** (w)

PROFESSOR GARBER

251. The Rural Church and Sociology.—A study of the religious, social, educational, and economic conditions of the country; the historical development of the church in the midst of rural social relations; an attempt to discover the present social obligation of the church. **3 s.h.** (w)

PROFESSOR ORMOND

252. Rural Church Administration.—This course deals with the functions of the rural church; the minister's attitude toward rural life, his mission to the rural people, as well as his service in managing the organization of and supervising the church program. **3 s.h.** (w)

PROFESSOR ORMOND

261. An Educational Approach to Religion.—A study in the educational theory of religion, including a discussion of the social, psychological, and theological aspects of moral and religious growth. **3 s.h.** (w)

PROFESSOR SMITH

262. Organization of Religious Education.—The development of a system of organization and administration based upon constructive educational theory, and embracing week-day as well as Sunday agencies of religious education. **3 s.h.** (w)

PROFESSOR SPENCE

263. Curriculum of Religious Education.—Educational conceptions of the curriculum, values and uses of current curricula, principles and techniques of curriculum construction. **3 s.h.** (w)

PROFESSOR SPENCE

264. Technic of Teaching Religion.—Objectives and principles of the teaching process, including a discussion of the major types of educational procedure. **3 s.h.** (w)

PROFESSOR SPENCE

266. Educational Aspects of Worship.—A study of worship in its bearing upon the educational function of the Christian religion. Students admitted on consultation. **3 s.h.** (w)

PROFESSOR SMITH

268. Religious Drama Construction and Production.—Project work in the creation and production of religious drama and pageants. Practice in the selection, staging, lighting, and direction of religious plays. Construction of dramatic programs of worship. **3 s.h.** (w)

PROFESSOR SPENCE

283. Expansion of Christianity.—Apostolic missions, conquest of the Roman Empire, winning of Northern Europe, the modern missionary era, status of missionary work in important areas, social aspects of missions, missionary biography. **3 s.h.** (w)

PROFESSOR CANNON

[Not offered in 1935-1936]

285. The Religions of Eastern Asia.—A study of the religious system of China, Korea, and Japan. T.Th.S. at 10:40. **3 s.h.** (w)

PROFESSOR CANNON

[Not offered in 1935-1936]

286. The Religions of India.—A study of present-day religious movements in India, with special reference to Hinduism. T.Th.S. at 10:40. **3 s.h.** (w)

PROFESSOR CANNON

[Not offered in 1935-1936]

ROMANCE LANGUAGES

PROFESSORS WEBB, COWPER, AND JORDAN; ASSOCIATE PROFESSOR LUNDEBERG; ASSISTANT PROFESSORS WALTON* AND YOUNG; MESSRS. BRIDGERS, DAVIS, DOW, AND W. R. QUYNN; MISSES JARMAN AND RAYMOND; MRS. DOW; AND ASSISTANTS

The courses in French from 1 to 54, inclusive, and 87-88 are for the general student. They give a reading knowledge of standard French and furnish an introduction to French life and letters. Courses 55-56, 107, 127, and 217 offer training in the French language. The literary courses are devoted to the systematic study of classical and modern French literature. Advanced students are offered an introductory course in Old French philology and literature. Those planning to teach will find in course 218 a treatment of the materials and methods of high school French.

The course in Italian includes the reading of Dante's Inferno.

The courses in Spanish from 1 to 66, inclusive, are for the general student. They have as objectives: a reading knowledge of Spanish, training in the oral and written language, and an introduction to Spanish literature, life, and customs. Courses 153 and 154 offer more intensive training in the spoken and written language. The remaining courses are devoted to the interpretation of modern and classical literature.

FRENCH

1-2. Elementary French.—6 s.h. (E & W)
ASSISTANT PROFESSOR WALTON, MR. DOW, AND MISS JARMAN

3-4. French Prose.—6 s.h. (E & W)
PROFESSORS WEBB, COWPER, AND JORDAN; ASSISTANT PROFESSOR WALTON; MESSRS. BRIDGERS AND DOW; MISSES JARMAN AND RAYMOND

Prerequisites, French 1 and 2, or two years of high school French.

51. Introduction to French Literature.—3 s.h. (E & W)
PROFESSOR COWPER; ASSISTANT PROFESSOR YOUNG; DR. DAVIS; MR. BRIDGERS AND MISS RAYMOND

Prerequisites, French 3 and 4 or equivalent.

52. Introduction to French Literature.—3 s.h. (E & W)
PROFESSOR COWPER; ASSISTANT PROFESSOR YOUNG; DR. DAVIS; MR. BRIDGERS, MISS RAYMOND

Prerequisite, French 51.

53. French Civilization.—3 s.h. (E & W)
PROFESSORS WEBB AND JORDAN; DR. QUYNN

Prerequisites, French 3 and 4 or equivalent.

* On leave of absence, first semester, 1934-1935.

54. French Civilization.—3 s.h. (W)
PROFESSORS WEBB AND JORDAN; DR. QUYNN
Prerequisite, French 53.

Students will take 51-52 or 53-54. Credit in these courses is limited to six semester-hours.

55. Exercises in Spoken French.—1 s.h. (E & W)
MRS. DOW

56. Exercises in Spoken French.—1 s.h. (E & W)
MRS. DOW

87-88. French Writers of the Romantic Period.—6 s.h. (E & W)
DR. DAVIS AND MISS RAYMOND
Prerequisites, French 51-52 or 53-54. May not be taken by students taking or who have taken 108.

107. French Composition.—3 s.h. (E & W)
PROFESSOR COWPER AND MISS RAYMOND
Prerequisites, 51-52 or 53-54.

108. The French Romantic Movement.—3 s.h. (E & W)
PROFESSOR COWPER AND MISS RAYMOND
Prerequisites, 51-52 or 53-54.

109. Molière.—3 s.h.
PROFESSOR WEBB
[Not offered in 1935-1936]

110. Poems of Victor Hugo.—3 s.h.
PROFESSOR WEBB
[Not offered in 1935-1936]

111. French Drama since 1850.—3 s.h. (E)
ASSISTANT PROFESSOR YOUNG
Prerequisites, 51-52 or 53-54.

112. French Drama since 1850.—3 s.h. (E)
ASSISTANT PROFESSOR YOUNG
Prerequisites, 51-52 or 53-54.

113. French Classicism.—From Malherbe to La Bruyère. **3 s.h.** (W)
ASSISTANT PROFESSOR WALTON
Prerequisites, 51-52 or 53-54.

114. French Classicism.—From La Bruyère to the Encyclopédistes and Beaumarchais. **3 s.h.** (W)
ASSISTANT PROFESSOR WALTON
Prerequisites, 51-52 or 53-54.

127. Advanced French Composition.—3 s.h. (E)

Prerequisite, 107.

215-216. The Modern French Novel.—6 s.h. (W)

PROFESSOR JORDAN

Prerequisites, **6 s.h.** from 87 to 127, inclusive.

217. The French Language.—3 s.h. (W)

PROFESSOR WEBB

Prerequisite, 107.

218. Materials and Methods.—3 s.h. (W)

PROFESSOR WEBB

219. Old French.—An Introduction to the Old French Language and Literature. **3 s.h.** (W)

PROFESSOR COWPER

220. Old French.—Types of Old French Literature. **3 s.h.** (W)

PROFESSOR COWPER

231. Rousseau and the Beginnings of Romanticism.—3 s.h. (W)

PROFESSOR COWPER

[Not offered in 1935-1936]

ITALIAN

181-182. Italian.—6 s.h. (W)

PROFESSOR WEBB

SPANISH

1-2. Elementary Spanish.—5 s.h. (E & W)

ASSISTANT PROFESSOR YOUNG, MR. BRIDGERS, DR. DAVIS, AND MISS JARMAN

3-4. Intermediate Spanish.—6 s.h. (E & W)

ASSOCIATE PROFESSOR LUNDEBERG, MR. BRIDGERS, AND DR. QUYNN

Prerequisites, Spanish 1-2 or two years of high-school Spanish.

65. Introduction to Spanish Literature.—3 s.h. (E & W)

ASSOCIATE PROFESSOR LUNDEBERG AND DR. QUYNN

Prerequisites, Spanish 3-4 or equivalent.

66. Introduction to Spanish Literature.—3 s.h. (E & W)

ASSOCIATE PROFESSOR LUNDEBERG AND DR. QUYNN

Prerequisites, Spanish 65 or equivalent.

153. Introduction to Spanish Phonetics.—3 s.h. (W)

ASSOCIATE PROFESSOR LUNDEBERG

Prerequisites, Spanish 65-66, or 3-4 with permission.
[Not offered in 1935-1936]

154. Advanced Spanish Composition and Conversation.—3 s.h. (W)
Prerequisite, Spanish 153.
[Not offered in 1935-1936]

155. Spanish-American Literature of the Colonial Era.—3 s.h. (w)
ASSOCIATE PROFESSOR LUNDEBERG
Prerequisites, Spanish 65-66, or 3-4 with permission.

156. The Modernist Tendency in Spanish-American Literature.—3 s.h. (w)
ASSOCIATE PROFESSOR LUNDEBERG
Prerequisite, Spanish 155.

261-262. The Modern Spanish Novel.—6 s.h.
ASSOCIATE PROFESSOR LUNDEBERG
[Not offered in 1935-1936]

263-264. The Modern Spanish Theater.—6 s.h. (w)
ASSOCIATE PROFESSOR LUNDEBERG

265-266. Literature of the Golden Age.—6 s.h.
ASSOCIATE PROFESSOR LUNDEBERG
[Not offered in 1935-1936]

SOCIOLOGY

PROFESSORS ELLWOOD AND JENSEN; ASSISTANT PROFESSOR THOMPSON

101. General Sociology.—An introduction to the scientific study of social life; its origin, evolution, and organization, as illustrated by the study of a number of concrete social problems. This course is repeated each semester and is prerequisite to all other courses in Sociology. **5 s.h.** (w)
PROFESSOR ELLWOOD

102. General Sociology.—The same course as 101. **3 s.h.** (w)
PROFESSOR ELLWOOD

109. Regional Sociology and Demography of the South.—A survey of the population and the distribution of population, races and race relations, economic conditions underlying the population and race factors, and the culture of the South. Primary emphasis will be upon social change and its control. (w)
ASSISTANT PROFESSOR THOMPSON

110. Regional Sociology and Demography of the South.—The same as course 109. **3 s.h.** (w)
ASSISTANT PROFESSOR THOMPSON

112. Child Welfare.—A study of heredity and environment as factors in personality development; infant conservation; welfare responsibilities of the school, emphasizing the physical and mental well-being of the child, play, and compulsory and industrial education; child labor, diagnosis and treatment of delinquency; care of the dependent and neglected child; child-caring agencies, public and private; and a community program of child welfare. Prerequisite, course 101. **3 s.h.** (E)
PROFESSOR JENSEN

205. Social Pathology.—A study of the causes, extent, significance, and constructive treatment of the principal forms of pathology in modern society: poverty, physical defectiveness, malnutrition, feeble-mindedness,

insanity, undirected leisure activities, and unstandardized commercial recreation, alcoholism, prostitution, vagrancy, and delinquency. Prerequisite, course 101. **3 s.h.** (w)

PROFESSOR JENSEN

206. Criminology.—A study of the original tendencies of man and the problem of socializing these tendencies; the relations of physical and mental defectiveness and untoward influences in the home and neighborhood to crime; the development of criminological theory and procedure, emphasizing penal and reform methods, and especially modern methods of social treatment and prevention of crime. Prerequisite, course 101. **3 s.h.** (w)

PROFESSOR JENSEN

213. Constructive Social Policies.—An intensive study of the theories and legislation dealing with such problems as compensation, vocational re-education, and other methods of social insurance and social improvement. **2 s.h.**

[Not offered in 1935-1936]

215. Rural Sociology.—A study of social conditions in rural communities and their improvement. Definite rural social problems are studied such as the drift to the cities, farming as an occupation, land problems, farm labor problems, coöperation, the rural school, the rural church, rural health and sanitation, the rural home, and the social center. **3 s.h.** (w)

ASSISTANT PROFESSOR THOMPSON

216. Urban Sociology.—A study of the organization and social problems of urban communities, with especial reference to social technology or the improvement of social and living conditions. The following subjects are treated: Municipal administration, city planning, housing, public health and sanitation, public safety, justice, welfare and leisure-time activities, and civic art. Prerequisite, course 101. **3 s.h.**

ASSISTANT PROFESSOR THOMPSON

217. General Anthropology.—A study of the origin and evolution of man as an animal and of the different races of mankind. The prehistoric human types, the principles of ethnology, and the characteristics of the Negro, Mongolian, American, and Caucasian races. Lectures and assigned reading. **3 s.h.** (w)

PROFESSOR ELLWOOD

218. Cultural Anthropology.—A study of social origins and of the earliest stages of cultural evolution; the stone and metal ages; the origins of industry, language, magic, religion, morals, science, art, and social organization in the family, horde, clan, and tribe. Lectures and assigned reading. **3 s.h.** (w)

PROFESSOR ELLWOOD

227. Emigration and Immigration.—A study of territorial movements of population with especial reference to Europe and America. Causes and extent of migration; its effect upon American and European society;

origin and characteristics of immigrant groups and their organization in the New World; problems, agencies and processes of assimilation. Prerequisite, course 101. First semester. **3 s.h.** (w)

PROFESSOR JENSEN

ZOOLOGY

PROFESSORS PEARSE,* CUNNINGHAM, HALL, AND HARGITT; ASSISTANT PROFESSORS GRAY AND HOPKINS;* AND ASSISTANTS

Students majoring in zoölogy should take courses in the following order: First Year: 1, 2; Second Year: 53, 74; Third and Fourth Years: 151, 161, 156, 192.

1. General Zoölogy.—4 s.h. (w & e)

PROFESSOR PEARSE AND ASSISTANTS

2. Animal Biology.—Prerequisite, Zoölogy 1. **4 s.h.** (w)

ASSISTANT PROFESSOR GRAY AND ASSISTANTS

53. Comparative Vertebrate Anatomy.—Prerequisite, one year of zoölogy. **4 s.h.** (w & e)

ASSISTANT PROFESSOR GRAY

74. Comparative Anatomy of the Invertebrates.—Prerequisites, Zoölogy 1 and 2. **4 s.h.**

ASSISTANT PROFESSOR HOPKINS

[Not offered in 1935-1936]

92. Embryology for Premedical Students.—Prerequisite, one year of zoölogy. **4 s.h.** (w & e)

PROFESSOR CUNNINGHAM AND ASSISTANTS

107. Evolution and Heredity.—This course does not count as a laboratory science. No prerequisite. **3 s.h.** (w)

PROFESSOR HALL

151. Comparative Physiology.—Prerequisite, one year of zoölogy. **4 s.h.** (w)

PROFESSOR HALL

156. Vertebrate Histology.—The microscopic structure of normal tissues and organs of the vertebrate body. Training will be given in the preparation of material for microscopic study. Primarily for major students in zoölogy and not recommended for premedical students since a similar course is given in the first year medical curriculum. Prerequisite, Zoölogy 53. One lecture and three laboratory periods. **4 s.h.** (w)

PROFESSOR HARGITT

161. Animal Parasites.—Prerequisite, one year of zoölogy. **4 s.h.** (w)

PROFESSOR PEARSE

[Not offered in 1935-1936]

* Absent on leave, 1935-1936.

192. Comparative Embryology.—Prerequisite Zoölogy 53 or equivalent. (w)

PROFESSOR CUNNINGHAM

215. General Cytology.—Prerequisites, Zoölogy 1, 2, and 156 or equivalent.

ASSISTANT PROFESSOR HOPKINS

[Not offered in 1935-1936]

219-220. Special Problems.—Students who have had proper training may carry on special work under the direction of members of the faculty.

THE STAFF

222. Entomology.—Prerequisite, one year of zoölogy. **4 s.h.** (w)

ASSISTANT PROFESSOR GRAY

[Not offered in 1935-1936]

227. Experimental Embryology.—2 or more s.h. (w)

PROFESSOR CUNNINGHAM

[Not offered in 1935-1936]

229. Endocrinology.—4 s.h. (w)

PROFESSOR CUNNINGHAM

GENERAL REGULATIONS

The academic year is divided into two semesters. The first semester of the academic year 1935-1936 begins September 18; the second, January 30. Commencement is held on Monday after the first Sunday in June.

TIME OF ENTRANCE

Patrons of the University and students who intend to enter the freshman class are reminded that the placement tests are held at the opening of the first semester in September and that this is the proper time to enter. If an applicant for admission cannot come early in the year, he should wait, except in very unusual cases, until the opening of the next semester. It is important that all students be present on the first day of the session, for those who are late incur the penalties described above in this catalogue under the topic, "Admission to College," and below under the sub-topic, "Course Cards." Students who enter after the beginning of the semester are marked absent in the work they have missed in the courses to which they are admitted, and these absences are counted as other absences from class.

MATRICULATION, REGISTRATION, AND ENROLLMENT

All students must appear before the Committee on Admission and obtain cards for admission. Cards of admission must be presented at the Treasurer's office at the time of matriculation. All students, both old and new, are required to matriculate at the beginning of each semester and to obtain from the Treasurer a certificate of matriculation which serves also as an enrollment card. Students matriculating in either semester at a date later than that prescribed in this catalogue shall pay to the Treasurer a penalty of five dollars for late registration. Students whose course cards have been approved in the spring in the manner provided below are given an opportunity during the summer to matriculate by mail for the first semester. No student without a matriculation card is admitted to any class.

COURSE CARDS

Members of the freshman, sophomore, and junior classes are required to submit to the Dean, not later than May 1, cards showing their selection of courses for the following year. These cards must be approved by the Dean. After being approved, the cards must be filed for permanent record in the Dean's office. Students in the freshman, sophomore, and junior classes who do not select their courses for the following year at the time appointed have to pay a fee of five dollars to the Treasurer of the University before their course cards may be approved in the fall. The same regulations apply for the second semester. Students whose course cards have been approved but who, for reasons not arising within the University, desire to make a change in the card approved have to pay to the Treasurer a fee of one dollar for each change made. No course may be elected later than two weeks after the opening of the semester.

If a student drops a course without permission from the Dean of the College, the grade for that course shall be recorded as "F."

If a student drops with permission a course in which he is failing at that time, the grade for that course shall be recorded as "F," unless in the judgment of the Dean, circumstances do not justify this penalty.

EXAMINATIONS

Mid-year and final examinations are held in all subjects in January and May, respectively. The examination record combined with the record made in class constitutes the student's final grade.

REGULATIONS REGARDING GRADES

The following regulations have been adopted by the Faculty:

Grades shall be reported so as to indicate one of four things:

(1) *Passed.* A grade of "A," "B," "C," or "D" shall indicate that a student has passed a course. The work of this group of student shall be graded according to the following system: "A": exceptional; "B": superior; "C": medium; "D": inferior.

(2) *Failed.* A grade of "F" shall indicate that the student has failed in the course and that in order to receive credit for

the course he shall be obliged to take the work again in class.

(3) *Incomplete.* (a) A grade of "I" may be reported by the instructor if for any reason he is unable to report the final grade at the regular time. (b) All students (with incomplete grades) who have not satisfied the requirements of the departments concerned and who have not obtained a passing grade before the close of the semester following the date of the regular examination in which the "I" was incurred are regarded as having failed on the course concerned and must repeat the work in class in order to receive credit.

(4) *Absent from Final Examination.* (a) The grade "X" shall indicate that the student was absent from the final examination. (b) A student absent from examination and marked "X," if his absence has been excused by the Dean of the College, may receive an examination on the payment of a fee of three dollars to the Treasurer of the University. The department concerned shall arrange for the examination in cases where absences are incurred and excused, and the grade reported in these cases shall be that earned by the student. (c) All students (with "X" grades) who have not satisfied the requirements of the department concerned and who have not obtained a passing grade before the close of the semester following the date of the regular examination in which the "X" was incurred, are regarded as having failed on the course concerned and must repeat the work in class in order to receive credit. (d) If a student's absence from an examination is not excused by the Dean of the College, his grade for the course concerned shall be recorded as "F."

EXPLANATION OF THE QUALITY-POINT SYSTEM

The requirements for the degree are reckoned not only in semester-hours but also in quality-points. Quality-points are the points earned by a student according to his grades, for each semester-hour of credit. The grade "A" gives three quality-points for each semester-hour of credit; the grade "B" two quality-points; the grade "C" one quality-point. The grade "D" carries no credit in quality-points. For the grade "F" one quality-point is deducted for each semester-hour of failure. Credit for 122 quality-points, exclusive of those earned in

physical education, is required for the degree of bachelor of arts or bachelor of science in all groups.

NUMBER OF HOURS OF CLASS WORK

No undergraduate student is allowed to take less than fourteen hours of class work a week without special permission of the Dean.

No undergraduate student may take more than seventeen semester-hours of work in one semester, if he fails to make eighteen quality-points on the work of the preceding semester.

CLASS STANDING

For a student to rank as a sophomore, he must have to his credit twenty-four semester-hours with an average grade of "C"; as a junior, fifty-six semester-hours with an average grade of "C"; as a senior, ninety semester-hours, with an average grade of "C."

SENIOR WORK

A student of the senior class, irrespective of his average grade in preceding years, must, in order to be eligible for graduation, complete his work of the senior year with an average grade of "C" or better.

EXCLUSION FOR FAILURE

A student of the freshman class entering college for the first time is not permitted to remain in the University in the second semester unless he passes as much as six semester-hours of the work of the first semester; any other student is not permitted to remain in the University in the second semester unless he passes as much as nine semester-hours of work in the first semester.

A student of the freshman class is not permitted to re-enter in September, nor to enter Summer School, if he did not pass at least eighteen semester-hours of the work in the previous year; any other student is not permitted to re-enter in September, nor to enter the Summer School, if he did not pass at least nine semester-hours of work in the second semester of the previous year and a total of eighteen semester-hours of work for the entire year.

STUDENTS TRANSFERRING FROM OTHER INSTITUTIONS

Students whose advanced credits from another institution are accepted by the University will be given an average grade of "C" on the semester-hours with which they are credited, provided their grades warrant it.

DEFICIENCIES IN COMPOSITION

The following regulations have been adopted by the Faculty:

1. Any freshman who is found by the English Department to be unable to handle satisfactorily the work of composition in English 1-2 is required to take special work until he is able to do satisfactorily the regular work of English 1-2.

2. No student who has failed in English 1-2 or 3 is permitted to become a special student without continuing his work in composition until he has made up his deficiency in this work.

3. Whenever the work of a student in any subject is satisfactory to an instructor except for gross errors in English, the instructor concerned may hand in a provisional grade only. This grade may not be recorded in the college files until the student shall have improved his work in composition to the satisfaction of the English Department. A list of such provisional grades, along with evidence of deficiencies, shall be furnished the English Department each term by the officers in charge of the grades, and a report shall be made by this department when the deficiencies shall have been removed.

4. All instructors are requested to advise their students each semester concerning these regulations.

CANDIDATES FOR ACADEMIC DEGREES

1. A tentative list of all candidates for the bachelor's degree shall be prepared under the supervision of the Dean of the College as early in the college year as possible, shall be read by him to the Faculty at its first regular meeting in October, shall be furnished in copy to each department of instruction for information and reference, and also shall be posted in copy on the official bulletin board of the University for the information of the students concerned.

2. Copies of a second such tentative list likewise shall be prepared, read, and distributed by April 15.

3. A final list of all candidates for the degree shall be read by the Dean to the Faculty at its first regular meeting in May and shall be adopted by the Faculty as the final list. After the adoption of this list no name may be added to it.

4. Students who during Summer School complete the requirements for a degree shall be classified for graduation as of the year following the Summer School in which the work was completed, and their names shall so appear in the catalogue of the University and on the commencement program.

THE DEAN'S LIST

Students of the junior and senior classes who, at the mid-year or final examinations, have attained in Duke University an average of "B" in their courses of the half-year just closed and who have not received a grade of "F" in any course may be placed on the Dean's List for the succeeding half-year.

The name of a student may be withdrawn from the List at any time by the Dean, if the student fails to maintain a satisfactory standard of scholarship and conduct.

Students whose names are on the Dean's List will not be subject to the general regulations of the University governing class attendance. This privilege, however, may not be exercised in course primarily open to freshmen. Furthermore, such students are required to be present at the meeting of each class immediately before and after the Thanksgiving, Christmas, and Easter holidays, unless they are excused by the Dean of the College.

If for any reason a student is removed from the Dean's List, his name shall not subsequently appear on this List.

CLASS ATTENDANCE AND ABSENCES

Regular and punctual attendance in class work is required of all students not on the Dean's List.

The purpose of the following rules is to provide for those absences made necessary by illness and all other emergencies. Students should reserve these absences for such occasions.

If a student incurs during a semester more than five ab-

sences from a three-hour course of study he is carrying (the number of absences allowed in any other course being proportionate to the credit hours the course carries), he shall suffer the loss of quality-points as follows: for the first absence in excess of the number allowed, one; for the second, two; for each absence thereafter, three. Absences due to prolonged illness or to authorized representation of the University in a student activity are excused without effect on grades. However, if other absences, unless unavoidable, are incurred after such excused absences, they will cause the loss of quality-points in accordance with the penalty as defined above.

If the total number of a student's absences in all courses for which he is registered during a single semester amounts to one more than the total number allowed, except under the provisions of the preceding paragraph, his total credit for that semester is reduced by one hour, and for each additional five absences a reduction of one hour of credit is made.

As soon as the number of absences in a single semester course, exclusive of the absences due to prolonged illness and authorized representation of the University, exceeds three times the number of credit hours the course carries, registration in that course is cancelled.

A student is counted absent from meetings of a class held before he matriculates at the beginning of a semester.

Each absence incurred just before or after the Thanksgiving, Christmas, or Easter holidays shall be counted as three absences.

In addition, a student for excess absences, may, at the discretion of the Dean, be put on probation or dropped from the college.

Weekly reports of all absences of students from class are made by each instructor and are filed in the office of the Dean. A permanent record of the attendance of each student is kept and becomes a part of his general college record.

The instructor has no authority to excuse a student from class attendance, and it is his duty to report all absences, for whatever cause, to the Dean's office at the end of each week.

ASSEMBLY AND CLASS MEETINGS

TRINITY COLLEGE

There shall be held on the first Thursday of each month of the college year in Page Auditorium, from 11:40 A.M. to 12:00 M., an assembly of all seniors, juniors, sophomores and advanced freshmen of Trinity College, and at this period of the day separate meetings of these four groups on the second, third, and fourth Mondays or Thursdays of each month. There shall be a class meeting of the freshmen class on each Saturday of every month at the time named above.

Attendance upon all of these meetings is compulsory for all students involved. Any student incurring in a semester a total of more than four absences from them automatically excludes himself from the college.

WOMAN'S COLLEGE

During the Monday class-meeting period members of the freshman class meet to confer with their faculty class advisers. Sophomore, junior and senior classes meet at 7 P.M. on the third Monday of each month. On each Thursday at 11:20 A.M. the college assembly is held, and all undergraduates are required to be present.

SCHOLARSHIP REGULATIONS FOR ATHLETIC AND OTHER ORGANIZATIONS

The following regulations have been adopted by the Faculty:

1. Any student who receives less than a passing grade on more than six hours of his required work of the preceding term shall be ineligible to represent the University in any athletic contest, concert, or other public event.

2. Members of athletic teams or other student groups engaging in public representation of the University are expected to be carrying satisfactorily their current work. A student may be barred from participation in such representation if, in the opinion of the Dean, he is not doing satisfactorily his current work.

REGULATIONS GOVERNING ATHLETIC ELIGIBILITY

Duke University is a member of the Southern Intercollegiate Athletic Conference. The athletic eligibility regulations of the

University comply with the rules governing members of that Conference.

THE ATHLETIC COUNCIL

The Board of Trustees, at its regular annual meeting in June, 1907, created an athletic council to be composed of eleven members appointed annually: three from the Faculty, to be appointed by the President of the University; four from the alumni, elected by the Alumni Association; and four from the undergraduates, one from each of the four classes, elected by the members of each class.

The three members of the Athletic Committee of the Faculty are the Faculty representatives in the Athletic Council. This Committee alone has the responsibility of enforcing the scholastic and athletic requirements of the University for student participation in intercollegiate sports. The athletic eligibility rules are those of the Southern Conference; the scholarship requirements are printed on the two preceding pages of this catalogue.

The Executive Committee of the Athletic Council is composed of the chairman of the Faculty committee on athletics, and one other Faculty member and one alumni member of the Council. The Athletic Council on recommendations of its Executive Committee arranges athletic schedules, awards insignia of merit earned by members of athletic teams, and strives to promote among students of the University a proper and helpful athletic spirit; to encourage good fellowship in such sports both within the student body and towards student bodies of other educational institutions; through athletic sports to help to cultivate a high sense of honor, earnest, unselfish effort, and manly conduct. The Executive Committee of the Council recommends to the President of the University persons to serve as graduate manager of athletics and as coaches in the various sports. However, the election of such persons rests solely with the Trustees of the University or the Executive Committee of the Trustees, on recommendation of the President of the University.

All funds arising from athletics are handled entirely by the College Treasurer. An audit of the receipts and disbursements of these funds is made annually by the official auditors of the University.

CONDUCT OF STUDENTS

The University expects of its students loyal and hearty cooperation in developing and maintaining high standards of conduct as well as of scholarship. The University therefore reserves the right, and matriculation by the student is a concession of this right, to ask the withdrawal of any student whose conduct at any time is not satisfactory to the University, even though no specific charge be made against the student.

ADMINISTRATION OF DISCIPLINE

General oversight of the conduct of students and the administering of discipline are vested in the Dean of the University. The duty of immediate supervision, guidance, and control of the students in each college is entrusted to the Dean of that college. However, through the expressed willingness of the students at the University to assume the responsibility of maintaining high standards of morals and honor at all times, the student body has properly become in a great degree self-governing in this respect. Two councils, one of men and the other of women, each composed of carefully chosen and duly elected representatives of the study body, exercise the authority granted the students to investigate all cases of misconduct, as well as all other cases of violation of proper student standards and traditions and to make recommendations of penalties based on their findings. Occasions seldom occur where such recommendations are not accepted and enforced.

The student councils have been of great help to the administrative authorities of the University. They not merely exercise police authority for restraining and punishing evildoers but also exert a guiding and stimulating influence for the promotion of high ideals of conduct and student relationships.

REGULATIONS REGARDING PUBLIC LECTURES AND OTHER PUBLIC OCCASIONS

All public lectures or addresses and other public events that are given under the auspices of the University or of any organization in any way connected with the University are under the supervision of the Faculty Council on Public Lectures. All dates and programs must be approved by this Council except

in instances where such occasions have been placed under the supervision of the Director of Public Relations.

(1) The Council on Public Lectures shall provide each year an official calendar.

(2) All public occasions held on either the East or West University Campus are listed for the Weekly Calendar of Duke University in the office of the Department of Public Relations and Alumni Affairs in the West Campus Union. This calendar appears each Saturday, and such notices must be received by 1:00 P.M. on the Friday preceding.

Social or other events held in the West Campus Union must be listed in the office of the Director of Public Relations and Alumni Affairs, and permission must be secured for such social use of the public rooms in the building.

REPORTS

Reports of the class attendance records and of the proficiency of each student in studies are sent to his parents or guardians after the examinations at the end of each semester. For freshmen, mid-semester reports are made.

HEALTH AND PHYSICAL EDUCATION

The program of Health and Physical Education in Duke University has four distinct phases, as follows:

1. Student Health.
2. Physical Instruction.
3. Intramural Sports.
4. Intercollegiate Athletics.

MEDICAL CARE

With the exceptions noted below full medical and surgical care is furnished to all regularly matriculated students of the University, during both the college year and the summer quarter, at no additional cost to them beyond the medical fee of five dollars payable each semester or the medical fee charged each student of the summer quarter. This service is under the direction of the University physician with the coöperation of the staffs of the infirmaries (one on each campus) and the University hospital. It includes hospitalization, medical and surgical

care, drugs, dressings, X-ray work, and ward nursing. A charge for board is made at the same rate as in the University dining halls, and student meal tickets for these halls are accepted in payment of this board. Refraction of eyes, treatment of teeth and of all chronic ill conditions, such as the removal of diseased tonsils, are not included in this service. The cost of any necessary braces and orthopedic appliances, as well as of special nursing, must be borne by the student.

No illness is treated in dormitory or other rooms occupied by students. Students needing treatment for minor medical or surgical conditions have the attention of the Director at his two daily visits to the infirmaries, which have day and night nurses on duty. Students developing serious conditions are promptly transferred from the infirmaries to the University hospital, where they come under the care of the staff of the hospital.

A questionnaire is sent out from the office of the Director of Student Health in the spring to all prospective students, advising certain medical and surgical care by their home physician or surgeon, such as the giving of typhoid or smallpox vaccine, removal of diseased tonsils, correction of errors of refraction, repair of a hernia, or removal of a chronic appendix. Important time is frequently lost in correcting these conditions after entrance into college, and the cost for this work must be borne by the student.

When the student comes to the University, he is given a careful physical examination. Any physical defects are recorded along with the record of the questionnaire from the family physician. All students are requested to be successfully vaccinated against smallpox before admission to the University. It is urgently advised that they take typhoid vaccine if they have not done so within three years.

PHYSICAL EDUCATION AND INTERCOLLEGIATE SPORTS
TRINITY COLLEGE

The University requires all students to engage in some type of physical activity for two years or four full semesters. This work consists of participation in natural, practical, physical activity for at least three one-hour periods each week. A credit of six hours, with an average grade of "C," is required in physical education for graduation. The aims of this work are to improve body control and strength through big muscle activities,

to stimulate the development of mental and physical alertness, to establish habits of regular exercise, and to give training and experience in various kinds of recreational sports that will be indulged in after the student graduates from the University.

Intramural sports are fostered and promoted in all lines of athletic activity. Meets, tournaments, and leagues are seasonally organized in the different sports. All students in the University are eligible to enjoy the intramural privileges, provided they comply with the intramural rulings. Participation in these activities is entirely voluntary, but it is very popular because it provides an opportunity for every boy to enter into competition and recreation in those sports which he enjoys most.

The intercollegiate athletic program is controlled entirely by the University and consists of the organization and training of representative freshman and varsity teams in the following sports: football, basketball, baseball, track, cross country, swimming, boxing, wrestling, tennis, and golf.

WOMAN'S COLLEGE

A medical and physical examination is required of each student upon entrance, and follow-up examinations are given as needed. These examinations are used as a basis for determining the type of physical exercise a student should take and any other corrective measures needed. Special remedial and corrective classes as well as rest periods are provided for students who cannot engage in the usual sports and activities. It is the aim of the Department to develop in the student, not only physical ability, but, more especially, proper habits of living in order that her work may be carried on to the best advantage.

In addition to the required work in physical education there are intramural activities sponsored by the Woman's Athletic Association, and opportunities for the use of the swimming pool, tennis courts, athletic fields, and other sports equipment.

RELIGIOUS EXERCISES

Chapel exercises are conducted on Tuesday, Wednesday, and Friday throughout the academic year at 11:40 A.M. on the campus for men and at 11:20 on the campus for women. Preaching services are held on Sunday at 11:00 A.M. in the University Chapel. Organ recitals are given on Sunday afternoons. In the summer carillon and organ recitals are given twice a week.

FEES AND EXPENSES

The following tables show the general fees and charges collected from all students and the special fees collected from those taking courses in the sciences and in history. All fees for each semester are due and payable, unless otherwise specified, at the time of registration at the beginning of that semester, and no student is admitted to classes until arrangements have been made with the Treasurer of the University for the settlement of fees.

GENERAL FEES

Matriculation, per semester	$ 25.00
Tuition, per semester	100.00
Room rent—See the detailed statement that follows.	
Athletic fee, admitting students to all athletic contests held on the University grounds, per semester	5.00
Damage fee, payable annually at the time of first registration	1.00
Medical fee, per semester	5.00
Library fee, per semester	5.00
Commencement fee, payable annually at the beginning of the second semester	3.00
Publication fee:	
First semester	2.50
Second semester	3.00
Diploma fee, payable by candidates for degrees at the beginning of the second semester, refunded if the diploma is not awarded	5.00

LABORATORY AND MATERIALS FEES

Botany 1, 2, 52, 103, 154, 156, 202, 211, 212, 213, 214, 221, 223, 224, 254, and 256	$2.50
Botany 51, 53, 151, 251, and 252	5.00
Botany 101, 102, 111, and 112	2.00
Botany 201	4.00
Chemistry 1, 2, 21, 30, 41, 261, 262, 215, 216, 231, 232, 240, and 260	7.00
Chemistry 151, 152, 241, 244, 253, 254, and 256	8.50
Education 1	1.00
Education 54, 58, 68, and 101 (See note under history below.)	2.00
Education 115 and 116	7.50
Education 208 (for testing materials in lieu of text)	2.50

Engineering
Civil 10 and 110—See Summer School bulletin.
Civil 11, 107, 111, 112, 113, 114, 117, 118, 119, 123, 124, and 240..$2.00
Electrical 151, 152, 153, 154, 155, 258, 261, and 262..... 2.00
Mechanical 79, 189, 190, 193, 194, 199 and 200..... 2.50
Forestry 154 and 254..... 2.50
History 91 and 92..... 3.00
No texts are required in these courses, but a fee of three dollars is charged, and books are placed in the library for the use of those taking the courses. This fee is payable at the beginning of the semester and is collected through the office of the Treasurer of the University.
Physics, all courses..... 2.00
Zoölogy 1 and 2..... 3.50
Zoölogy 53, 151, 153, 156, and 321..... 5.00
Zoölogy, all other advanced laboratory courses..... 3.00

TEACHERS TAKING COLLEGE COURSES

Teachers in near-by schools, taking one or two courses are required to pay a registration fee of $5 each semester and a tuition fee of $3 per semester-hour of credit in addition to any regular laboratory fee or other fees collected from those students taking the courses.

ESTIMATED EXPENSES FOR AN ACADEMIC YEAR

The necessary expenses of a student are moderate; the University dormitories provide thoroughly comfortable and wholesome living conditions at a minimum of cost, while all charges made by the University have been kept low. Incidental expenses depend naturally upon the tastes and habits of the individual, but the actual necessary college expenses for one year, including board, room rent, and such University fees as tuition, matriculation, commencement, library, damage, and medical, vary from $574.50 to $639.50. Books and laundry are not included in these figures.

The athletic and publication fees, also included in the above figures, while not essentially University fees, are at the request of the students collected by the Treasurer of the University as designated above. The proceeds of these fees are turned over to these distinct and separate student activities. The athletic fee entitling the holder to admission to all athletic contests held on the University grounds is collected from all regularly enrolled students. The publication fee pays for a blanket sub-

scription to the semi-weekly student newspaper, the monthly student magazine, and the student yearbook. With all undergraduates this charge is compulsory, but in the case of graduate students it is optional.

ROOMS AND CONDITIONS OF RENTING THEM

ROOM RENT FOR MEN OF DUKE UNIVERSITY

West Campus, per semester.....$50.00, $62.50, and $75.00
East Campus, per semester.....$30.00 and $50.00

ROOM RENT IN WOMEN'S COLLEGE

Single room, per student, per semester, Giles, Alspaugh, Pegram, Bassett, and Brown Houses.....$87.50
Double room, per student, per semester, Giles, Alspaugh, Pegram, Bassett, and Brown Houses..... 62.50
Single room, per student, per semester, Aycock and Jarvis..... 75.00
Double room, per student, per semester, Aycock and Jarvis..... 50.00

Rooms are reserved only for students who have been officially accepted by the University. They are rented for no shorter period than one semester. The occupancy of a room for a period less than one semester will cost the student $1.00 each day unless the occupant makes the necessary arrangements with the Director of the Business Division before occupying the room. Undergraduate students who are not residents of Durham are required to room in University dormitories unless other arrangements are approved by the Dean's office of the University. A room deposit of $5.00 is required of each applicant for admission. This fee is deducted from the room charges at the time of registration for the fall semester. The reservation fee will be refunded to any applicant not accepted by the University provided the official receipt for the fee, given to all paying it, is presented either in person or by letter to the Treasurer's office, but students who make application and are accepted will not be entitled to have the reservation fee refunded unless the request is made on or before August 1.

A resident student who wishes to retain his room for the succeeding year must first pay a reservation fee of $5.00 to the Treasurer's office and then notify the office of the Director of the Business Division on or before May 15. All rooms which have not been signed for on or before May 15 will be considered

vacant for the succeeding year. When a room is once engaged by a student, no change will be permitted except with the consent of the Director of the Business Division. Leaving one room and occupying another without permission is strictly against the rule and will render the offender liable to a charge for both rooms for the entire semester. No occupant is permitted to rent or sublet a room to another occupant. The use of a room for merchandising of any kind is strictly forbidden.

The University does not assume the responsibility of selecting and assigning roommates, though it will gladly render any assistance possible in the matter.

RESIDENCE HOUSES

Trinity College.—On the West Campus there are three groups of residence houses, each group forming a quadrangle enclosing a court. These groups of houses are designated as Craven, Crowell, and Kilgo Quadrangles. They contain ample rooming quarters for all the men students.

Woman's College.—The seven residence houses on the East Campus are Giles, Alspaugh, Pegram, Bassett, Joseph G. Brown, Jarvis, and Aycock. Upon request to the Director of the Business Division, College Station, Duke University, a plan of the residence houses will be sent. The resident students have a right to retain their rooms for the ensuing year or to draw for new ones in the order of their classes, beginning with the seniors. The new students are then assigned to the remaining rooms, and, so far as possible, to the type of room they prefer. Every effort is made to provide congenial room-mates.

The students' rooms are single, double, or arranged in suites of two rooms for two students, and are supplied with all necessary furnishings except curtains, towels, sheets, pillow-slips, blankets, and heavy bed coverings. Sash curtains of a standard kind are required and may be bought at the college store or made by the student according to specifications. Draperies and rugs may be brought from home or may be bought at reasonable rates at the college store or in town.

BOARDING ACCOMMODATIONS

Trinity College, West Campus.—Beginning with the academic year 1930-31 the University opened its dining hall in

the Union on the West Campus with accommodations sufficient to provide in a superior way for all resident men students. Charges for board will not exceed $25.00 per month.

The Union is the logical center of student activities for men, and it will be found desirable for male students to board in its supervised halls. In the Union are located the University Post Office, the University Store, the University Barber Shop, and all publication staff offices.

In addition to the Union dining halls a Coffee Shop is operated for the convenience of students and visitors.

Woman's College, East Campus.—The dining halls of the Woman's College are situated in the Union, the student center, on the East Campus. No resident woman is permitted to board elsewhere than at this Union. Board is $112.50 per semester.

LAWS REGULATING PAYMENTS

The Executive Committee of the Trustees of Duke University has enacted the following regulations which govern the payment of all fees due the University:

1. The President and the Treasurer of the University have no authority to suspend or in any way alter these regulations.
2. Matriculation and tuition fees are never refunded.
3. Any student who has failed to pay his bills on the dates advertised in the catalogue is denied the right to attend classes until his account is settled in full.
4. No student is considered by the Faculty as an applicant for graduation until he has settled with the Treasurer for all of his indebtedness to the University.
5. No student who has not settled all his bills with the Treasurer of the University is allowed to stand the mid-year or final examinations of the academic year.

When a student wishes his bills sent to his parent or guardian, the student or his parent or guardian must so notify the Treasurer of the University in writing in due time, but this in no way releases the student from liability to established penalties if his bills are not paid on the dates advertised.

PUBLICATIONS COUNCIL

The Publications Council was authorized by the Trustees at the mid-year meeting in 1926-27. This council has control of

the undergraduate publications. It is composed of three members of the Faculty appointed by the President, two alumni elected by the Alumni Council, and representatives of the student body and the different publications. A publication fee of $5.50 was authorized by the Trustees to be collected from each undergraduate, $2.50 payable at the beginning of the fall semester and $3.00 at the beginning of the spring semester.

TRANSCRIPTS

Students desiring to transfer from Duke University to another institution are entitled to one transcript of their record. A charge of one dollar is made for each additional copy.

SCHOLARSHIPS AND OTHER SOURCES OF AID

UNDERGRADUATE SCHOLARSHIPS

Ten scholarships paying tuition are offered to undergraduates. Five are held by members of the sophomore class and five by members of the junior class. Sophomore scholarships are awarded at the end of the freshman year and junior scholarships at the end of the sophomore year. They are awarded on the basis of the applicant's character and promise as indicated by his work in college.

The University reserves the right at any time to withdraw a scholarship from a student who does not make worthy use of it.

ANGIER B. DUKE MEMORIAL SCHOLARSHIPS

The Angier B. Duke Memorial, Incorporated, awards four scholarships with an annual value of $250 each to undergraduate students in Duke University. These scholarships are awarded as follows: one on the basis of merit and necessity to an accredited high-school graduate entering the freshman class of Duke University; and one each to a member of the sophomore, junior, and senior classes on the basis of merit, necessity, and worthy individual contributions to university life. *The Angier B. Duke Memorial* also administers through an advisory committee of the officers of the University a loan fund for undergraduate students.

Applications for scholarships should be made to the Scholarship Committee, Secretary's Office, Duke University Station. An application for scholarship assistance may not be made formally by a prospective student until the application for admission has been made and the high- or preparatory-school credits have been submitted.

LOAN FUNDS

In addition to the *Angier B. Duke Memorial* loan fund, the University administers other endowed loan funds for the ben-

efit of students who are not financially able to meet their expenses. The loan funds are kept by the Treasurer as funds separate and distinct from all other endowments and holdings of the University and are used for no other purpose than to aid worthy students of the University.

Although the total amount of loan aid is considerable, the calls for such assistance far exceed the amount available each year. The advisory committee in charge of loan funds, therefore, reserves the right to select from the applicants those who in character, personality, general promise, scholastic merit and degree of financial need are most deserving of consideration.

The loan funds are administered in accordance with the following regulations:

1. No loan shall be made to a student who violates any of the regulations of the University or whose classwork is not satisfactory to the Faculty.

2. Loans will be made only to students who are taking full courses of study that lead to a degree, and all loans must be arranged for not later than one week after the beginning of a semester.

3. Every applicant for a loan must present with the application such security as the President of the University may approve, and no money shall be advanced before a note with approved security is in the hands of the Treasurer of the University.

4. No loan will be made to defray any other expenses than those incurred during the academic year for tuition, for matriculation, or for room rent.

5. Interest at a rate of six per cent annually shall be charged for all loans of money, and the interest must be paid annually.

6. Applications for loans should be made to the Loan Fund Committee, Secretary's Office, Duke University Station. A formal application for loan assistance may be made only on blanks furnished in the Secretary's Office at the time of registration. The granting or withholding of a loan is a matter entirely within the discretion of the Loan Fund Committee. A

student is expected to use all other possible means of securing financial assistance before applying for aid from the Loan Fund.

SPECIAL ENDOWED SCHOLARSHIPS

A number of special endowed scholarships are open to undergraduate students.

HONORS AND PRIZES

HONORS

All students in the freshman and sophomore classes who earn 6 "A's" and 4 "B's" during the year are given honors.

Students who have shown exceptional attainments in a group of studies covered by the work of one of the departments of the University may become candidates for honors in that department at graduation.

Any department may at its discretion each year offer work, the satisfactory completion of which shall be one of the requirements for honors. This work shall be in addition to that required for graduation and may take the form either of additional work done in conjunction with the regular courses of the department, or of work independent of such courses. In quantity it shall be at least equivalent to that required for two semester-hour's credit in an advanced course.

The granting of department honors shall be dependent upon the fulfillment of the following requirements:

1. In order to be eligible for honors in a department a student must, by the end of the senior year, have completed, with a credit of sixty-three quality-points (5 "A's" and 3 "B's"—forty-eight quality points if the major is eighteen semester-hours), twenty-four semester-hours of work taken in that department after the freshman year.

2. The student must enroll for the honors work of the department on or before October 15 of the senior year and must complete this work satisfactorily by the end of the senior year.

3. No student may enroll for the honors work of a department if in his senior year he is carrying a schedule of regular courses in excess of thirty-two semester-hours.

4. No student may enroll for honors work in more than one department.

5. Those students who earn seventy-two quality-points (8 "A's") in as many as twenty-four semester-hours (fifty four quality-points if the major is eighteen semester-hours) in courses as above described, and complete satisfactorily the hon-

ors work prescribed by the department are given highest honors.

The degree of bachelor of arts or bachelor of science with distinction is conferred under the following rules:

Students who have completed three or four years of work in Duke University are eligible for general honors at graduation. Those who have completed the entire four years of their college work in Duke University and who have earned 318 quality-points (3/5 "A's" and 2/5 "B's"—249 quality-points if they have completed as much as three years of their college work in Duke University) are recommended for a degree *magna cum laude;* those who have earned 378 quality-points (42 "A's") in the four years (288 quality-points [32 "A's"] in three years) are recommended for a degree of *summa cum laude.*

MEDALS AND PRIZES

The *Wiley Gray Medal* was established by the late Robert T. Gray, Esq., of Raleigh, North Carolina, to be awarded annually in memory of his brother. It is given for the graduating oration that shall be, in the opinion of a committee appointed on the day of Commencement, the best speech, with respect to both declamation and composition.

The Fortnightly Club annually offers cash prizes for the best literary productions by undergraduate students of the University.

The Debate Council authorizes the awarding of medals to members of the graduating class who have represented the University in at least two intercollegiate debates. The medals are given by the local chapter of the Tau Kappa Alpha fraternity.

The Southern History Prize is awarded each year for the best essay dealing with a subject relating to Southern history. The prize is twenty-five dollars in cash donated by an anonymous friend of the University. The competition for the prize is conducted according to the regulations adopted by the Trinity College Historical Society.

The Robert E. Lee Prize is the gift of the Reverend A. W. Plyler, of the class of 1892, and of Mrs. Plyler. The sum of fifty dollars is awarded annually at Commencement, preferably to that member of the senior class who in character and conduct, in scholarship and athletic achievement, in manly virtues and the capacity for leadership, has most nearly realized the standard of the ideal student. The Dean of the College, the Graduate Manager of Athletics, and the President of the Stu-

dent Council constitute a committee to draft and adopt regulations governing the award.

The Dr. R. C. Parker Physics Prize. Dr. R. C. Parker gave to Duke University a silver cup of Chinese manufacture to be used for the encouragement of scholarship in physics. The award is made annually by a committee from the Department of Physics, acting with the President of the University, to that student of Physics 1-2 who by the end of the academic year is judged to have shown the greatest promise as a student of physics. The winner is chosen not only for his mathematical grades but also for his industry, growth in power of reasoning, originality of point of view, and skill in experimentation. The name of the winner is engraved on the cup which is given into his possession, subject to certain necessary regulations, until the next award is made.

The Iota Gamma Pi Scientific Prize. The Iota Gamma Pi Science Fraternity offers an annual prize of twenty-five dollars to a member of the junior class, majoring in science, who is judged to be the leading student in the scientific courses of the University. The fraternity submits to the judges a list of students eligible for the prize. The committee of award is composed of the Dean of the University and one member each from the departments of biology, chemistry, physics, and engineering. The departments concerned choose their own representatives on this committee. The award is made on the following basis: quality of scientific work, 50 points; personality and general ability, 30 points; quality of work in departments other than scientific, 20 points.

The president of the fraternity publicly awards the prize in chapel during the second week in May.

The Willis Smith Prize. Willis Smith, a member of the Raleigh Bar and Chairman of the Law School Committee of the Board of Trustees of Duke University, awards each year to that member of the graduating class of the Law School who has maintained the highest scholastic average during the entire three years of law school work, a prize consisting of a set of books selected personally by Mr. Smith each year for that purpose.

STUDENT ORGANIZATIONS AND ACTIVITIES

The Men's Association of Duke University comprises all men students in the University. It functions through its officers and a council to initiate policies and to oversee matters within the control of the student body. The council is composed of seven members: three from the senior class, two from the junior class, one from the sophomore class, and one from the graduate school.

The Women's Student Government Association is similar in character to the Men's Association. Its council is composed of the officers of the association and *ex-officio* of the Y. W. C. A. president and an undergraduate representative.

The Young Men's Christian Association and the *Young Women's Christian Association* are student branches of the national Christian Associations. Each body aims to enrich not only the religious life of its members as individuals but also to promote religious group activity. Delegates are sent each year to summer conferences, state conventions, inter-state conventions, and the state Bible and missionary institutes. Every year a series of special religious services is held. Bible and missionary study classes and Sunday-School teacher-training courses are conducted under the auspices of the association by members of the Department of Religion.

Other organizations and activities include the following:

Classical Club; Columbia Literary Society; Cosmopolitan Club; Crowell Scientific Society; Debate Council (Men); Debating Club (Women); Forum Club; Junior Big Sisters; League of Women Voters; Nereidian Club (Women); Physics Club; Polity Club; Student Volunteer Band; The Duke Players; The Explorers' Club; The French Club; The Ministerial Association; Town Girls' Club; Trident Club; Trinity College Historical Society; Women's Athletic Association; and the W. H. Pegram Chemistry Club.

HONORARY ORDERS AND FRATERNITIES (NATIONAL)

Alpha Kappa Psi (Economics); Chi Delta Phi (Literary—Women); Delta Phi Alpha (German); Kappa Delta Pi (Education); Omicron Delta Kappa (Leadership); Phi Beta Kappa (Scholarship); Phi Eta Sigma (Freshman Scholarship); Phi Sigma (Biology); Pi Gamma Mu (Social Sciences); Pi Mu Epsilon (Mathematics); Sigma Pi Sigma (Physics); Sigma Upsilon (Literary—Men); Sigma Xi (Scientific Society); Tau Kappa Alpha (Forensic); Theta Alpha Phi (Dramatic).

HONORARY ORDERS AND FRATERNITIES (LOCAL)

Beta Omega Sigma (Sophomore—Men); Delta Phi Rho Alpha (Athletic—Women); EKO-L (Scholarship—Women); 9019 (Scholarship—Men); Iota Gamma Pi (Scientific); Red Friars (Leadership—Men); Tombs (Athletic—Men); Sandals Sophomore—Women); White Duchy (Leadership—Women).

ENGINEERING ORGANIZATIONS AND FRATERNITIES

American Institute of Electrical Engineering; American Society of Civil Engineering; Delta Epsilon Sigma (Honorary Engineering Fraternity); Duke Society of Mechanical Engineering); The Engineer's Club.

MUSICAL ORGANIZATIONS AND FRATERNITIES

Duke University Band; Kappa Kappa Psi (National Band Fraternity); Orchestras: Duke Collegians, Blue Devils, Ambassadors; The Men's Glee Club; The Women's Glee Club; The University Chapel Choir; The Concert Orchestra; The Woman's Concert Orchestra; The Woman's Music Study Club.

SOCIAL FRATERNITIES (NATIONAL)
(The Men's Pan-Hellenic Council)

Alpha Tau Omega; Delta Sigma Phi; Delta Tau Delta; Kappa Alpha; Kappa Sigma; Lambda Chi Alpha; Phi Delta Theta; Phi Kappa Psi; Phi Sigma Delta; Pi Kappa Alpha; Pi Kappa Phi; Sigma Alpha Epsilon; Sigma Chi; Sigma Nu; Sigma Phi Epsilon.

SOCIAL FRATERNITIES (LOCAL)

Alpha Pi Sigma; Keys Club; Phi Kappa Sigma Club; Pi Epsilon Pi.

SOCIAL SORORITIES (NATIONAL)
(The Women's Pan-Hellenic Council)

Alpha Delta Pi; Alpha Epsilon Phi; Delta Delta Delta; Kappa Alpha Theta; Kappa Delta; Kappa Kappa Gamma; Phi Mu; Pi Beta Phi; Sigma Kappa; Zeta Tau Alpha.

SOCIAL SORORITIES (LOCAL)

Xi Omicron.

THE SCHOOL OF LAW

Order of the Coif (National Scholarship and Legal Ability Fraternity); Iredell Law Club (Local Social Club); Phi Delta Phi (National Social Fraternity); Duke Bar Association.

THE SCHOOL OF MEDICINE
SOCIAL FRATERNITIES (NATIONAL)

Nu Sigma Nu; Alpha Kappa Kappa; Phi Beta Pi; Phi Chi; Theta Kappa Psi; Alpha Omega Alpha (Honorary).

STUDENT PUBLICATIONS

Archive (Monthly); *Chanticleer* (Annual); *Chronicle* (Semi-Weekly).

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BULLETIN
OF
DUKE UNIVERSITY

Vol. 7 APRIL, 1935 No. 4

SCHOOL OF RELIGION

1934-1935

ANNOUNCEMENTS FOR 1935-1936

PUBLISHED BY DUKE UNIVERSITY
IN JANUARY, FEBRUARY, MARCH, APRIL, MAY, AND JUNE
ENTERED AS SECOND CLASS MATTER MARCH 25, 1929, AT THE POST OFFICE
AT DURHAM, N. C., UNDER ACT OF AUGUST 24, 1912

ANNUAL CATALOGUES AND BULLETINS

For General Bulletin of Duke University, apply to *The Secretary,* Duke University, Durham, N. C.

For Bulletin of Undergraduate Instruction, apply to *The Secretary,* Duke University, Durham, N. C.

For Bulletin of The Graduate School of Arts and Sciences, apply to *The Dean of the Graduate School,* Duke University, Durham, N. C.

For Bulletin of The Departments of Engineering, apply to *The Secretary,* Duke University, Durham, N. C.

For Bulletin of The School of Law, apply to *The Dean of the School of Law,* Duke University, Durham, N. C.

For Bulletin of The School of Medicine, apply to *The Dean of the School of Medicine,* Duke University, Durham, N. C.

For Bulletin of The School of Nursing, apply to *The Dean of the School of Nursing,* Duke University, Durham, N. C.

For Bulletin of The School of Religion, apply to *The Registrar of the School of Religion,* Duke University, Durham, N. C.

For Bulletin of The Summer Schools, apply to *The Director of the Summer Schools,* Duke University, Durham, N. C.

For Bulletin on Forestry, apply to *The Director, Duke Forest,* Duke University, Durham, N. C.

BULLETIN

OF

DUKE UNIVERSITY

SCHOOL OF RELIGION

1934-1935

ANNOUNCEMENTS FOR 1935-1936

DURHAM, NORTH CAROLINA
1935

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CALENDAR

1935

Sept.	19. Thursday, 4:00 P.M.—First regular Faculty meeting.
Sept.	20-21. Friday and Saturday—Matriculation and registration of students.
Sept.	23. Monday, 8:40 A.M.—Instruction begins.
Sept.	24. Tuesday—Formal opening exercises.
Oct.	15. Tuesday——Fall retreat.
Nov.	1. Friday—Last day for submitting subjects for B.D. theses.
Nov.	11. Monday—Armistice Day.
Nov.	28. Thursday—Thanksgiving Day—A holiday.
Dec.	11. Wednesday—Duke University Day.
Dec.	20. Friday, 1:00 P.M.—Christmas recess begins.

1936

Jan.	3. Friday, 8:40 A.M.—Instruction is resumed.
Jan.	18. Saturday—Mid-year examinations begin.
Jan.	29. Wednesday—Matriculation and registration for second semester.
Jan.	30. Thursday—Second semester begins.
Feb.	22. Saturday—A holiday.
March	25. Wednesday, 1:00 P.M.—Spring vacation begins.
April	1. Wednesday, 8:40 A.M.—Instruction is resumed.
May	1. Friday—Spring retreat.
May	15. Friday—Last day for submitting B.D. theses.
May	25. Monday—Final examinations begin.
June	6. Saturday—Commencement opens; Senior Class Day; Meeting of Board of Trustees.
June	7. Sunday—President's Address to Graduating Class.
June	8. Monday—Commencement Address; Alumni-Alumnae Luncheon; Graduating Exercises; Lowering of the Flag by the Graduating Class.

GENERAL ADMINISTRATION

FEW, WILLIAM PRESTON, A.B., A.M., Ph.D., LL.D., Litt.D.
President of the University

FLOWERS, ROBERT LEE, A.M., LL.D.
Vice-President in the Business Division, Secretary, and Treasurer of the University

WANNAMAKER, WILLIAM HANE, A.B., A.M., Litt.D.
Vice-President in the Educational Division of the University

BROWN, FRANK CLYDE, A.B., A.M., Ph.D.
Comptroller of the University

COMMITTEE OF THE BOARD OF TRUSTEES ON THE SCHOOL OF RELIGION

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COMMITTEES OF THE FACULTY

Registration and Advanced Standing—The Registrar, the Dean, and Professor Cannon.

Public Exercises—Dean Russell and Professors Branscomb, Garber, Hickman, and Rowe.

Library—Professors Cannon and Smith and Dr. Clark.

Extension—Professors Hickman, Rowe, Myers, Ormond, and Spence.

Representatives on Joint Committee on Junaluska School of Religion—President Few, Dean Russell, and Professor Garber.

SCHOOL OF RELIGION IN DUKE UNIVERSITY

HISTORICAL STATEMENT

The present Duke University has been gradually developed from a simple beginning in a local school established in 1838 in the northwestern part of Randolph County, North Carolina. This school was enlarged in 1840 and named Union Institute. In 1841 it was incorporated as Union Institute Academy by the legislature of North Carolina. Under the leadership of President Braxton Craven, the academy grew into an institution chartered as Normal College in 1851. An amendment to the charter in November, 1852, authorized Normal College to grant degrees, and two students were graduated in 1853 with the degree of bachelor of arts.

In 1859 the charter of Normal College was amended to place the institution under the control of the Methodist Episcopal Church, South, and the name was changed to Trinity College. Dr. John Franklin Crowell became president of Trinity College in 1887. The most important achievement of his administration was the removal of the college to Durham, North Carolina, which was accomplished by September, 1892.

President Crowell resigned in 1894, and was succeeded by the Reverend John Carlisle Kilgo, D.D. During President Kilgo's administration the endowment of Trinity College was greatly increased, the Library and other important buildings were erected, and notable progress was made in increasing the variety and improving the quality of the courses of instruction. A School of Law was established in 1904 by the gift of Messrs. James B. and Benjamin N. Duke. In 1910 President Kilgo was succeeded by Dr. William Preston Few.

Trinity College has experienced a great expansion in faculty, endowment, buildings, and equipment during President Few's administration. In December, 1924, Mr. James B. Duke established a $40,000,000 trust fund for educational and charitable purposes. Trinity College accepted the terms of the indenture of trust on December 29, 1924, and on the following day

the name of the institution was changed to Duke University. Mr. Duke's death in 1925 was followed by the announcement of munificent provisions in his will for the development of the University which bears his family name.

SCHOOL OF RELIGION

Trinity College was established by Christian men for the purpose of providing education for young men and women under distinctively Christian auspices. There has been no departure from this clearly defined aim. On the contrary there has been ever increasing emphasis placed upon this feature of the work of the college, especially in the provision in the curriculum for a great variety of courses on the Bible and other religious subjects.

Through the gift of Mr. James B. Duke, the School of Religion and its curriculum have been separated from the work of the Department of Religion in Trinity College. Among those for whom his gift was intended Mr. Duke placed ministers first. He felt sure that his native state of North Carolina stood in need primarily of a better educated and more efficiently trained ministry. The organization of the School of Religion of Duke University, the first of the professional schools to start its work, is the carrying out of this intention on the part of Mr. Duke. The work of the school began with the academic year 1926-27, though the formal opening exercises were not held until November 9, 1926.

Duke University retains the same close relationship which Trinity College always held to the Conferences in North Carolina of the Methodist Episcopal Church, South. This legal relationship has always been broadly interpreted: members of all Christian denominations, as well as Methodists, are made to feel welcome in the School of Religion. The basis on which the work is conducted is broadly catholic and not narrowly denominational.

THE PURPOSE OF THE SCHOOL OF RELIGION

Christian work has now expanded to the extent that it covers far more than the work of a preacher or minister. The School of Religion of Duke University purposes to offer train-

ing for all types of Christian service. This includes missionaries, teachers of Bible and other religious subjects in the schools and colleges of the Church, directors of religious education, and social workers. In the future it is planned to fit the courses more completely to the needs of these workers. Still it must be kept clear that the minister in charge of a church, who is placed before the people to preach the Gospel of Christ, is the center and key to the whole problem of Christian work in the church. It is felt with strong conviction that the training of all Christian workers should be maintained on a high level. Consequently this School of Religion is organized on a strictly graduate basis. It is sincerely hoped that the standard thus set may increasingly influence the type of men and women entering Christian work and may lead them to demand the best of themselves in the prosecution of the work of Christ among men.

RELATION OF THE SCHOOL OF RELIGION TO DUKE UNIVERSITY

As one of the coördinate schools of Duke University, the School of Religion is in closest touch with the other schools, particularly with Trinity College and with the Graduate School. Correspondence is invited from those who are interested in the possibility of securing degrees other than that of Bachelor of Divinity, which is granted upon recommendation of the faculty of the School of Religion. Seniors in Trinity College are admitted to certain courses in the School of Religion. Various privileges of Duke University are open to students of the School of Religion. Students in this school are expected to take part in the religious and social life of the University campus and to share in athletic interests and activities.

REQUIREMENTS FOR ADMISSION

Candidates for matriculation must be graduates of colleges of recognized standing. They will be admitted without examination on presentation of an official transcript of all college credits and such other credits as they may have secured. This applies to students coming from foreign countries as well as to students from institutions in the United States. They must

satisfy the faculty as to their Christian character and purpose. To this end a letter regarding a student's character and purpose from the pastor of his home church, a church official, or some faculty member in the college where he did his undergraduate work, should be presented at the time of admission. Women will be admitted on the same conditions as men.

PART-TIME SCHEDULES

Students who are not giving full time to their studies in the School of Religion may carry only limited schedules of class work.

REQUIREMENTS FOR GRADUATION

The degree of Bachelor of Divinity will be conferred by Duke University on students in the School of Religion who satisfactorily complete the prescribed course of study, consisting of ninety semester-hours of work and a thesis. The course is planned to cover three years, of two semesters each, and students are urged to plan to spend in their theological studies the full time thus designated. Students coming from colleges where departments of religion are maintained may be admitted to advanced courses in the departments of the School of Religion in which they have done previous work as undergraduates. In no case will the degree of Bachelor of Divinity be conferred on a student until he has spent at least two full semesters in residence in the School of Religion, and has satisfactorily completed a minimum of twenty-four semester-hours of work.

THESIS

A thesis is required of all candidates for the degree of Bachelor of Divinity. It shall be of such a character as shall evidence a knowledge of the methods of research and an ability to conduct independent investigations. It shall be written upon some topic in the major field of study. The candidate is responsible for the selection of a suitable subject, which must be approved by the professor in charge of the major field, and must be filed with the Dean of the School of Religion on or before November 1 of the academic year in which it is expected that the degree will be conferred. Following the submission

and approval of the subject of the thesis no changes shall be permitted, except changes for the purpose of clarification or limitation of the subject. A student who does not complete his thesis within a period of three years from the date of the approval of his subject must secure a reapproval of the old subject or the approval of a new subject. The thesis shall be prepared under the supervision and guidance of the professor in charge of the major field. No student shall be allowed to write his thesis *in absentia* except on the approval of the Dean and the professor in charge of the thesis. In all such cases regular reports as to the progress of the thesis must be made to the professor in charge, as often as he may deem wise.

The thesis shall be read by a committee of three members of the Faculty of the School of Religion, one of whom shall be the professor under whose direction the thesis has been written, and two other members appointed by the Dean, one of whom shall be of a department other than that in which the thesis is written. Each candidate shall be examined orally on his thesis by the committee appointed to read it, said examination not to exceed one hour in length. The thesis must be satisfactory to a majority of the members of the examining committee, including the representative of the department in which the thesis was written.

A complete typed copy of the thesis shall be in the hands of the professor under whom the thesis is written, for correction, by May 1, and three permanently bound typewritten copies shall be presented for examination not later than May 15 of the year in which it is expected that the degree will be conferred. Theses submitted after May 15 shall not be considered as fulfilling the requirements for graduation in that academic year. In the case of extensive corrections of the thesis in the course of the examination such retyping and rebinding of the thesis as the committee of examination may desire shall be required.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF DIVINITY

GENERAL REQUIREMENTS

Ninety semester-hours are required for graduation. Forty-two of these must be the following:

Old Testament	6 s.h.
New Testament	6 s.h.
Christian Doctrine	6 s.h.
Church History	6 s.h.
Homiletics and Practical Theology	6 s.h.
Religious Education	3 s.h.
Psychology of Religion	3 s.h.
History of Religion and Missions	6 s.h.
	42 s.h.

MAJORS AND THESIS

Each student must select a major field in which he elects to write his thesis and in which he must take twelve semester-hours in addition to the general requirement in that field. This choice must be made by the end of the middle year. A student may take his major in any of the departments of the School of Religion. He may also take his major in English Bible. To major in that field, he must complete in addition to the required work in the departments of Old Testament and New Testament nine semester-hours in the department of Old Testament and nine semester-hours in the department of New Testament, exclusive of language.

12 s.h.

FREE ELECTIVES

Thirty-six semester-hours are designated as free electives. These are to be elected by the student, subject to the approval of the faculty.

36 s.h.

90 s.h.

DISTRIBUTION OF COURSES BY YEARS

JUNIOR YEAR

Old Testament	6 s.h.
New Testament	6 s.h.
Church History	6 s.h.
The remaining twelve semester-hours shall be chosen from the remaining required courses or their normal sequences in the departments of Homiletics and Practical Theology, Religious Education, Psychology of Religion, History of Religion and Missions, but not more than six semester-hours shall be taken in one department. Students desiring courses in Greek and Hebrew may secure a suitable rearrangement of the distribution of courses by years on approval of the Registration Committee.	12 s.h.
	30 s.h.

MIDDLE YEAR

Christian Doctrine	6 s.h.
After completing all other required courses, the remainder of the work of this year is elective; but not more than twelve semester-hours shall be taken in one department.	24 s.h.
	30 s.h.

SENIOR YEAR

In the senior year the student must fulfill all general requirements not completed in the junior and middle years. The remainder of the work is elective.	30 s.h.

TABLE OF REQUIRED COURSES

OLD TESTAMENT

203-204.	Introduction to the Old Testament	6 s.h.

NEW TESTAMENT

213-214.	The Beginnings of Christianity	6 s.h.

CHRISTIAN DOCTRINE

321.	Introduction to the Science of Theology	3 s.h.
322.	The Content of Christian Doctrine	3 s.h.

CHURCH HISTORY

233.	Church History to the Reformation	3 s.h.
234.	The History of the Evangelical Movement	3 s.h.

HOMILETICS AND PRACTICAL THEOLOGY

341.	Homiletics, *and either*	3 s.h.
251.	The Rural Church and Sociology, *or*	3 s.h.
252.	Rural Church Administration, *or*	3 s.h.
342.	Sermon Construction, *or*	3 s.h.

343.	Homiletical Argumentation, *or*	3 s.h.
344.	Psychology of Preaching, *or*	3 s.h.
345.	City Church Administration, *or*	3 s.h.
346.	Public Worship	3 s.h.

RELIGIOUS EDUCATION

261.	An Educational Approach to Religion, *or*	3 s.h.
262.	Organization of Religious Education	3 s.h.

PSYCHOLOGY OF RELIGION

275.	Introduction to the Psychology of Religion	3 s.h.

HISTORY OF RELIGION AND MISSIONS

281.	The Nature and Early Development of Religion, *or*	3 s.h.
282.	Living Religions of the World, *and either*	3 s.h.
283.	Expansion of Christianity, *or*	3 s.h.
284.	Principles of Missions	3 s.h.

*COURSES OF INSTRUCTION

OLD TESTAMENT

Odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.

201-202. Introductory Hebrew.—A study in the Hebrew language. The reading of the first eight chapters of Genesis inductively. T.Th.S. at 8:40. **6 s.h.** PROFESSOR ————

203-204. Introduction to the Old Testament.—The origin, literary form, and contents of the books of the Old Testament in their historical setting. M.W.F. at 8:40. **6 s.h.** PROFESSOR RUSSELL

301. Old Testament Theology.—The religious and ethical teachings of the books of the Old Testament in their historical development. Prerequisite, Old Testament 203-204. T.Th.S. at 10:40. **3 s.h.**
PROFESSOR RUSSELL

302. The Exegesis of Selected Books of the Old Testament.—A study of the wisdom literature with special emphasis on the book of Job. Based on the English text. Prerequisite, Old Testament 203-204. T.Th.S. at 10:40. **3 s.h.** PROFESSOR RUSSELL

303. Old Testament Literature.—A study of the story-literary element in the Old Testament with reference to both form and content; and the elements and chief forms of Old Testament poetry, especially the Psalms. Prerequisite, Old Testament 203-204. T.Th.S. at 8:40. **3 s.h.**
PROFESSOR RUSSELL

307-308. The Old Testament in Hebrew.—Selections from the Pentateuch the first semester and from the prophets the second semester. M.W. at 4. **6 s.h.** PROFESSOR RUSSELL

NEW TESTAMENT

SR211-212. Hellenistic Greek.—A course for students who wish to begin the study of New Testament Greek. T.Th.S. at 8:40. **6 s.h.,** provided the student takes New Testament 217-218 the following year.
DR. CLARK

213-214. The Beginnings of Christianity.—A survey course dealing with the background, the beginnings, and the early history of Christianity. Special attention is given to the creation of the literature of the New Testament. M.W.F. at 9:40. **6 s.h.** DR. CLARK

* On recommendation of the professor in charge of the major-field courses offered in the Graduate School of Arts and Sciences, other than those approved for credit in the School of Religion, may be approved for credit in individual cases, provided no equivalent course is offered in the School of Religion; each case is decided on its merits.

217. The New Testament in Greek.—Rapid reading of the Greek text of the New Testament. Prerequisite, six semester-hours' study of the Greek language. T.Th.S. at 9:40. **3 s.h.** DR. CLARK

218. Galatians and I Corinthians.—A detailed study of two of Paul's major epistles. The course will be based on the Greek text. Prerequisite, New Testament 217 or its equivalent. T.Th.S. at 9:40. **3 s.h.** DR. CLARK

219. Life of Paul.—A study of Paul's life on the basis of the Acts and the epistles. Consideration is given to Paul as a man, the factors entering into his character, and his permanent contribution to the world. M.W.F. at 9:40. **3 s.h.** PROFESSOR MYERS

220. I Peter and the Gospel of John.—A detailed study of two of the non-Pauline writings of the New Testament. The course will be based on the Greek text. Prerequisite, New Testament 217 or its equivalent. T.Th.S. at 9:40. **3 s.h.** DR. CLARK

[Not offered in 1935-1936]

311. The Life and Teachings of Jesus.—Prerequisite, New Testament 213-214. M.W.F. at 10:40. **3 s.h.** PROFESSOR BRANSCOMB

312. New Testament Theology.—The religious teachings of the books of the New Testament. Prerequisite, New Testament 213-214. M.W.F. at 10:40. **3 s.h.** PROFESSOR BRANSCOMB

314. Romans, James, and I John.—A detailed study of three different types of early Christian thought. The course will be based on the English text. Prerequisite, New Testament 213-214. T.Th.S. at 12:10. **3 s.h.** PROFESSOR BRANSCOMB

315. Judaism at the Beginning of the Christian Era.—A study of Judaism from the time of Ben Sirach to the writing of the Mishna. Prerequisite, New Testament 213-214. T.Th.S. at 10:40. **3 s.h.** PROFESSOR BRANSCOMB

316. Hellenistic Religions at the Beginning of the Christian Era.—Prerequisite, New Testament 213-214. T.Th.S. at 10:40. **3 s.h.** DR. CLARK

318. Text of New Testament.—A study of the materials for the reconstruction of the text, the principles of textual criticism, and the history of the text. Practical exercises in the use of manuscripts and facsimiles will be given. Prerequisites, New Testament 213-214 and a reading knowledge of Greek. M.W.F. at 10:40. **3 s.h.** DR. CLARK

411-412. Seminar.—The materials and methods for the investigation of New Testament problems, with individual research done under the direction of the members of the department. Admission by special permission. **4 s.h.** DR. CLARK

CHRISTIAN DOCTRINE

321. Introduction to the Science of Theology.—A consideration of theology as a branch of science and an indication of some of the results obtained through the use of the scientific method in theological investigation. M.W.F. at 8:40. **3 s.h.** PROFESSOR ROWE

322. The Content of Christian Doctrine.—A comprehensive survey of the leading doctrines of Christianity in the light of the religious thought and experience of the present age. M.W.F. at 8:40. **3 s.h.**
PROFESSOR ROWE

323. Theology in Ancient and Medieval Christianity.—The history of Christian thought from the Greek Fathers to the Scholastics with special attention to the ecumenical creeds. Prerequisite, Christian Doctrine 321-322. T.Th.S. at 12:10. **3 s.h.** PROFESSOR ROWE

324. Theology in Modern Christianity.—The history of Christian thought from the beginning of the Reformation to the present time. Prerequisite, Christian Doctrine 321-322. T.Th.S. at 12:10. **3 s.h.**
PROFESSOR ROWE

325. Soteriology.—A study of the Christian doctrine of salvation and a comparison of the various ways by which the saving power of God is thought to take effect in personal and social life. Prerequisite, Christian Doctrine 321-322. T.Th.S. at 9:40. **3 s.h.** PROFESSOR ROWE

326. Eschatology.—A study of "the last things" in the light of the Christian hope for the individual and for society with special emphasis upon personal immortality. Prerequisite, Christian Doctrine 321-322. T.Th.S. at 9:40. **3 s.h.** PROFESSOR ROWE

CHURCH HISTORY

233. Church History to the Reformation.—A survey of the growth of the Christian Church from the Apostolic Age to the Reformation. M.W.F. at 10:40. **3 s.h.** PROFESSOR GARBER

234. History of the Evangelical Movement.—Beginning with the Lutheran Reformation, this course traces the rise, growth, influence, and history to 1800 of the Calvinistic, Anglican, Reformed, Quaker, Baptist, and Methodist movements. M.W.F. at 10:40. **3 s.h.** PROFESSOR GARBER

333. Protestantism and Catholicism in Europe since 1800.—A comprehensive study of the religious situation in Europe in modern times, emphasizing the papacy in the age of nationalism, relations of church and state, German theology of the nineteenth century, and the Oxford movement. Prerequisite, Church History 233-234. M.W.F. at 12:10. **3 s.h.**
PROFESSOR GARBER

[Not offered in 1935-1936]

334. The Church in America: The National Period.—Major emphasis is placed upon relations of church and state, steps toward Christian unity, the small sects, the Young People's Movement, Christian education, and modern theological issues. Prerequisite, Church History 233-234. M.W.F. at 12:10. **3 s.h.** PROFESSOR GARBER

335. Great Men of the Christian Church.—A study of outstanding individuals who have influenced the thought and program of the Christian Church. The life, work, and contributions of about twenty representative Christian leaders. Prerequisite, Church History 233-234. M.W.F. at 12:10. **3 s.h.** PROFESSOR GARBER

336. Religion in the Southern States since the Civil War.—A detailed study of the religious life of the Southern people since 1865. Prerequisite, Church History 233-234. **3 s.h.** PROFESSOR GARBER

[Not offered in 1935-1936]

337. Methodism.—A study of the beginnings and growth of the Methodist societies in England, of early Methodism in America, and of the development of the several branches of the Methodist Church in America. Prerequisite, Church History 233-234. M.W.F. at 12:10. **3 s.h.** PROFESSOR GARBER

[Not offered in 1935-1936]

431-432. Seminar.—Principles and Practice of Research. Investigation of selected topics. Students admitted only on permission of the instructor. Hours to be arranged. **4 s.h.** PROFESSOR GARBER

HOMILETICS AND PRACTICAL THEOLOGY

251. The Rural Church and Sociology.—A study of the religious, social, educational, and economic conditions of the country; the historical development of the church in the midst of rural social relations; an attempt to discover the present obligation of the church. T.Th.S. at 8:40. **3 s.h.** PROFESSOR ORMOND

252. Rural Church Administration.—This course will deal with the functions of the rural church; the minister's attitude toward rural life, his mission to the rural people, as well as his service in managing the organization of and supervising the church program. T.Th.S. at 8:40. **3 s.h.** PROFESSOR ORMOND

341. Homiletics.—An introduction to the theory and practice of preaching. Practical problems in preaching are investigated, to determine the causes of success and failure. Opportunity for practice preaching will be afforded. T.Th.S. at 9:40. **3 s.h.** PROFESSOR MYERS

342. Sermon Construction.—A study of problems in sermon construction and points of psychological contact between the preacher and his congregation. The class work will involve a critical analysis of selected sermons, with written reports. T.Th.S. at 9:40. **3 s.h.** PROFESSOR MYERS

343. Homiletical Argumentation.—A study of reasoning processes employed in the composition of sermons. Principles of argumentation inductively derived. T.Th. at 4:00-5:30. **3 s.h.** PROFESSOR HICKMAN
[Not offered in 1935-1936]

344. Psychology of Preaching.—A psychological study of the preaching motive, the relation of the preacher to his congregation, and the relation of the preacher to society in general. T.Th. at 4:00-5:30. **3 s.h.**
PROFESSOR HICKMAN
[Not offered in 1935-1936]

345. City Church Administration.—A survey of the duties, relationships, and opportunities of the pastorate in the modern urban community; church management and organization; ecclesiastical procedure and law; projects in local churches. M.W.F. at 12:10. **3 s.h.**
PROFESSOR ———

346. Public Worship.—Problems of the church's inner and corporate life; a study of the aims, spirit, and conduct of public worship; projects in the constructive criticism of worship. M.W.F. at 12:10. **3 s.h.**
PROFESSOR ———

SR348. Church Music and Religious Art.—A study of the use of music and art in public worship. M.W.F. at 12:10. **3 s.h.** MR. BARNES

353-354. Practicum on Rural Church Work.—In this course an attempt will be made to develop ministerial efficiency by conserving the educational values of actual experiences of ministerial students in rural churches. Th. at 2:00. **2 s.h.** PROFESSOR ORMOND

RELIGIOUS EDUCATION

261. An Educational Approach to Religion.—A study in the educational theory of religion, including a discussion of the social, psychological, and theological aspects of moral and religious growth. T.Th.S. at 12:10. **3 s.h.** PROFESSOR SMITH

262. Organization of Religious Education.—The development of a system of organization and administration based upon constructive educational theory, and embracing week-day as well as Sunday agencies of religious education. T.Th.S. at 12:10. **3 s.h.** PROFESSOR SPENCE

263. Curriculum of Religious Education.—Educational conceptions of the curriculum; values and uses of current curricula; principles and technics of curriculum construction. M.W.F. at 9:40. **3 s.h.**
PROFESSOR SPENCE

264. Technic of Teaching Religion.—Objectives and principles of the teaching process, including a discussion of the major types of educational procedure. M.W.F. at 9:40. **3 s.h.** PROFESSOR SPENCE

SR265. Religious Drama.—A study of the uses and underlying principles of religious drama, followed by a critical examination of selected dramatic productions. T.Th.S. at 12:10. **3 s.h.** PROFESSOR SPENCE

266. Educational Aspects of Worship.—A study of worship in its bearing upon the educational function of the Christian religion. Students admitted on consultation. T.Th.S. at 12:10. **3 s.h.** PROFESSOR SMITH

362. Religious Education in Social Reconstruction.—Following the consideration of religious education as a social process, one or more major social issues in contemporary civilization will be critically examined from the standpoint of education's contribution toward social reconstruction. Prerequisites, three semester-hours in sociology and Religious Education 261 or its equivalent. T.Th. at 3:30-4:45. **3 s.h.** PROFESSOR SMITH
[Not offered in 1935-1936]

363-364. Religious Thought in the Rise of American Culture.—A survey of the main developments in American religious thought in relation to the growth of civilization and culture. Prerequisite, Religious Education 261 or its equivalent. M.W.F. at 9:40. **6 s.h.** PROFESSOR SMITH

365. Seminar in Character Education and the State.—A study of the state as character educator, involving a critical examination of the ethical philosophy of the secular state, and of the modern theories and practices of character education. Prerequisite, Religious Education 261 or its equivalent. M. at 4:00. **2 s.h.** PROFESSOR SMITH

366. Seminar in Philosophy of Religious Education.—A critical study of the basic concepts and theories underlying religious education. Prerequisite, Religious Education 261, or its equivalent. M. at 4:00. **2 s.h.** PROFESSOR SMITH

381-382. Thesis Seminar.—A seminar in thesis guidance. For students majoring in the department of religious education. Hours to be arranged. **4 s.h.** PROFESSOR SMITH

PSYCHOLOGY OF RELIGION

275. Introduction to the Psychology of Religion.—Study of the major factors of religious experience, together with conditions bearing upon its genesis and growth. T.Th.S. at 8:40. **3 s.h.** PROFESSOR HICKMAN

276. Advanced Psychology of Religion.—Psychological study of such problems as worship, prayer, and various types of belief. Some attention to special problems. Prerequisite, Psychology of Religion 275 or its equivalent. T.Th.S. at 8:40. **3 s.h.** PROFESSOR HICKMAN

371. The Genetic Psychology of Religion.—Principles of genetic psychology as they relate to the growth of religious experience. Prerequisite, Psychology of Religion 275 or its equivalent. T.Th. at 4:00-5:30. **3 s.h.** PROFESSOR HICKMAN

372. Pastoral Psychology.—Study of basic psychological and psychiatric principles pertaining to the understanding and care of cases necessarily dealt with in pastoral work. T.Th. at 4:00-5:30. **3 s.h.**
[Not offered in 1935-1936] PROFESSOR HICKMAN

373. Mysticism in Religion.—Study of historical development of mystical phases of Christianity. Effort to determine abiding worth of mystical tendencies in religious experience. Prerequisite, Psychology of Religion 275, or its equivalent. T.Th. at 4:00-5:30. **3 s.h.**
[Not offered in 1935-1936] PROFESSOR HICKMAN

377-378. Seminar: Theories of Self.—Bearing of psychological theories of self upon religious theory. For advanced students in philosophy, psychology, or psychology of religion. Hours to be arranged. **4 s.h.**
[Not offered in 1935-1936] PROFESSOR HICKMAN

***201. Social Psychology.**—Lectures, readings, and reports. Open to students in School of Religion on consent of instructor. T.Th. at 9:40. **2 s.h.** PROFESSOR MCDOUGALL

***218. Abnormal Psychology.**—Lectures, readings, and demonstrations. Open to students in School of Religion on consent of instructor. M.W.F. at 10:40. **3 s.h.** ASSOCIATE PROFESSOR LUNDHOLM

***219-220. History of Psychology.**—Lectures and prescribed readings. A survey of the development of thought on the major problems of psychology from the earliest time to the present day. Open to students in the School of Religion on consent of instructor. **2 s.h.**
PROFESSOR MCDOUGALL

HISTORY OF RELIGION AND MISSIONS

281. The Nature and Early Development of Religion.—Introduction to the early history of religion, the beliefs and practices of the more primitive peoples, and the religious life of the ancient world. T.Th.S. at 10:40. **3 s.h.** PROFESSOR CANNON

282. Living Religions of the World.—A survey of the religious systems of India, China, and Japan, followed by a study of Judaism, Mohammedanism, and Christianity, the object being to trace the historical development of each religion. T.Th.S. at 10:40. **3 s.h.**
PROFESSOR CANNON

283. Expansion of Christianity.—Apostolic missions, conquest of the Roman Empire, winning of northern Europe, the modern missionary era, status of missionary work in important areas, social aspects of missions, missionary biography. T.Th.S. at 9:40. **3 s.h.** PROFESSOR CANNON
[Not offered in 1935-1936]

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* Courses offered in the Graduate School of Arts and Sciences which are credited toward the degree of Bachelor of Divinity.

284. Principles of Missions.—The great missionary agencies, their foundation and growth; creation and cultivation of the missionary spirit at the home base; training and work of the pastor; principles and practice of missionary education; organization of the local congregation for its missionary tasks. T.Th.S. at 9:40. **3 s.h.** PROFESSOR CANNON

285. The Religions of Eastern Asia.—A study of the religious systems of China, Korea, and Japan. T.Th.S. at 10:40. **3 s.h.** PROFESSOR CANNON
[Not offered in 1935-1936]

286. The Religions of India.—A study of present-day religious movements in India, with special reference to Hinduism. T.Th.S. at 10:40. **3 s.h.** PROFESSOR CANNON
[Not offered in 1935-1936]

381. Ideas of God, Sin, and Salvation in the Religions of the World.—Prerequisites, History of Religion and Missions 281 or 282. M.W.F. at 9:40. **3 s.h.** PROFESSOR CANNON

382. Ideas of the Future Life and Ethics in the Religions of the World.—Prerequisites, History of Religion and Missions 281 or 282. M.W.F. at 9:40. **3 s.h.** PROFESSOR CANNON
[Not offered in 1935-1936]

383. Buddhism.—India at the rise of Buddhism. Life of the Buddha and the teachings of early Buddhism. Development into the Hinayana and Mahayana schools, its spread and present condition in southern and eastern Asia. Prerequisites, History of Religion and Missions 282. M.W.F. at 9:40. **3 s.h.** PROFESSOR CANNON

384. Mohammedanism.—The life of Mohammed and the religion of Islam, special attention being given to the Koran and its teaching. The aim is to interpret Mohammedanism as a force today. Prerequisites, History of Religion and Missions 282. M.W.F. at 9:40. **3 s.h.** PROFESSOR CANNON
[Not offered in 1935-1936]

481-482. Seminar.—Problems of research in History of Religion and Missions. Open to advanced students on approval of the instructor. Prerequisite, six semester-hours in the department. Hours to be arranged. **4 s.h.** PROFESSOR CANNON

PHILOSOPHY

203. The Philosophy of Conduct.—This course attempts a critical inquiry into the fundamental concepts and principles of human conduct. These are approached from the standpoint of nature, psychology, and philosophy. It analyzes the content of moral consciousness and seeks to find the laws that rule in the realm of virtue and finally to discover the ultimate nature of the right. T.Th.S. at 12:10. **3 s.h.** PROFESSOR CRANFORD

204. Christian Ethics.—This course attempts a critical inquiry into the fundamental concepts and principles of conduct in the light of Christianity. It seeks to show the practical application of these concepts and principles in a doctrine of Christian virtue and duties. T.Th.S. at 12:10. **3 s.h.** PROFESSOR CRANFORD

***209. Philosophy of Religion I: Philosophical Introduction.**—Religion viewed from the standpoint of consideration of deity. T.Th. at 2:15-3:30. **3 s.h.** PROFESSOR WIDGERY

***210. Philosophy of Religion II: Philosophical Introduction.**—Religion viewed from the standpoint of the nature of man, his origin and destiny. T.Th. at 2:15-3:30. **3 s.h.** PROFESSOR WIDGERY

223-224. Idealism.—A survey of idealistic systems of philosophy, with chief emphasis on the more recent developments in idealistic thinking. M.W.F. at 10:40. **6 s.h.** PROFESSOR CRANFORD

SOCIOLOGY

SR201. Sociology and Religion.—The bearing of sociology upon religious problems and religious work. M.W.F. at 2:00. **3 s.h.**
PROFESSOR JENSEN

205. Social Pathology.—A study of the causes, extent, significance, and constructive treatment of the principal forms of pathology in modern society: poverty, physical defectiveness, malnutrition, feeble-mindedness, insanity, undirected leisure activities, and unstandardized commercial recreation, alcoholism, prostitution, vagrancy, and delinquency. T.Th.S. at 8:40. **3 s.h.** PROFESSOR JENSEN

206. Criminology.—A study of the original tendencies of man and the problem of socializing these tendencies; the development of criminological theory and procedure, emphasizing penal and reform methods, and especially modern methods of social treatment and prevention of crime. Prerequisite, six semester-hours in undergraduate sociology or Sociology 201. T.Th.S. at 8:40. **3 s.h.** PROFESSOR JENSEN

***216. Urban Sociology.**—A study of the organization and social problems of urban communities, with especial reference to social technology or the improvement of urban living conditions. The following subjects are treated: municipal administration, city planning, housing, public health and sanitation, public safety, justice, welfare and leisure time activities, and civic art. **3 s.h.** ASSISTANT PROFESSOR THOMPSON

217. General Anthropology.—A study of the origin and evolution of man as an animal and of the different races of mankind. The prehistoric human types, the principles of ethnology, and the characteristics of the Negro, Mongolian, American, and Caucasian races. M.W.F. at 10:40. **3 s.h.** PROFESSOR ELLWOOD

* Courses offered in the Graduate School of Arts and Sciences which are credited toward the degree of Bachelor of Divinity.

218. Cultural Anthropology.—A study of social origins and of the earliest stages of cultural evolution; the stone and metal ages; the origins of industry, language, magic, religion, morals, science, art, and social organization in the family, horde, clan, and tribe. M.W.F. at 10:40. **3 s.h.** PROFESSOR ELLWOOD

319. Principles of Sociology.—A critical study of sociological theory. The sociological theories of recent writers will be critically examined with a view to laying the foundation for a constructive theory of the social life in modern biology and psychology. T.Th.S. at 9:40. **3 s.h.** PROFESSOR ELLWOOD

320. History of Social Philosophy.—Lectures on the development of social thought from Aristotle to the present; the social philosophies of Plato, Aristotle, St. Augustine, Thomas Aquinas, Machiavelli, Bodin, Hobbes, Locke, Vico, Montesquieu, Rousseau, Condorcet, and the sociological systems of Comte, Spencer, Shaeffle, Lilienfeldt, Gumplowicz, Ratzenhofer, and Ward, will, among others, be considered. T.Th.S. at 9:40. **3 s.h.** PROFESSOR ELLWOOD

EXTENSION COURSE

General Purpose Seminar.—A seminar to meet certain needs in the intellectual life of the minister engaged in active service. Designed primarily to afford a visiting relation of ministers with the School of Religion. Not open for credit toward the degree of Bachelor of Divinity. *Hours to be arranged.*

PROFESSOR HICKMAN AND OTHERS

GENERAL INFORMATION

FEES

Tuition is remitted to students matriculated in the School of Religion, for which they are expected to render from time to time service which shall not interfere with their work in the School of Religion.

Each student is assessed per semester as follows:

Matriculation fee	$25.00
Library fee	5.00
Athletic fee	5.00
Publication fee (optional)	2.50
Hospital fee	5.00
Damage fee	1.00

Each student is assessed, in the last semester before a degree is conferred, a commencement fee of three dollars and a diploma fee of five dollars. The latter fee is refunded if the diploma is not awarded.

LATE REGISTRATION

Students matriculating in either semester at a date later than that prescribed in the catalogue shall pay to the treasurer of the University a penalty of five dollars.

ROOMS

All rooms in the dormitories are provided with heat, water, and electric light. Each student furnishes his own blankets, sheets, pillow-slips, towels, and pillows. Students must furnish their own electric lamps, which can be purchased from the University store.

Rooms for a given year may be engaged at the office of the Director in the Business Division at any time before May 15 of the preceding year. Every student who wishes to retain his room for the succeeding year must notify the office of the Director in the Business Division on or before May 15. All rooms which have not been signed for on or before May 15 will be considered vacant for the succeeding year. A reservation is

canceled, and the University is free to rent the room to other students, unless a deposit of $5.00 for each proposed occupant, in part payment of the rent, is made by August 1. Further information concerning the rental of rooms can be secured from the Registrar of the School of Religion.

BOARDING HALLS

The University dining hall in the College Union has accommodations for all the resident men students. It is the policy of the University to furnish board to the students at actual cost. Board may be secured at the Union for an amount not to exceed $25.00 per month. The College Union is the logical center of student activities, and all male students are advised to board in its supervised halls.

STUDENT AID

Scholarships are available for ministerial students, the terms of which may be ascertained by correspondence with the Registrar of the School of Religion. Aid is also given in securing positions in churches. Students who need financial help may be assured that the administration will do all in its power to give the necessary assistance.

THE LIBRARY

The School of Religion has its own library, conveniently housed in the School of Religion Building. This library which contains materials dealing with the subject of religion, already numbers nearly twenty thousand volumes. It has been carefully selected and is the equivalent in working efficiency of many libraries which are much larger. It is already rich in complete files of the more important journals and periodicals, in sets containing source materials for the study of the history of religion and missions, in facsimiles of the more important manuscripts of the New Testament, and in source materials in the field of American church history. The library is being rapidly expanded. Two private libraries of note have been purchased, one of the late Dr. Graf von Baudissin, Professor of Old Testament at the University of Berlin, and the other of the late Dr. Karl Holl, Professor of Church History in the same university, and

these have added valuable material in these fields. One of the outstanding possessions of the Library is a magnificent Greek manuscript of the thirteenth or fourteenth centuries containing the entire text of the New Testament.

Besides this special library, students of the School of Religion have the use of the main library of the University, the library of the School of Law, and the library of the School of Medicine. All these libraries are located near the School of Religion Building.

RELIGIOUS LIFE

The students of the School of Religion are expected to attend the regular University chapel services which are held on Tuesday, Wednesday, and Friday of each week. A special chapel service for the School of Religion is held each Thursday morning.

In this, as in other features of the University life, the students of the School of Religion are urged to identify themselves with the life of the whole student group.

DATE OF REGISTRATION

Class work in the School of Religion for the academic session of 1935-1936 will begin on Monday, September 23, 1935. The registration of students in the School of Religion will begin on Friday, September 20, 1935. Registration should be completed by Saturday, September 21, 1935.

ADDITIONAL INFORMATION

Requests for information not contained in this catalogue should be addressed to the Registrar of the School of Religion, Duke University, Durham, North Carolina.

JUNALUSKA SCHOOL OF RELIGION

ANNOUNCEMENT

The eighth session of the Junaluska School of Religion will be held at Lake Junaluska, North Carolina, from June 7 to July 18, 1935, in connection with the Junaluska Summer School, Inc. It will be conducted under the joint management of Duke University and the Board of Christian Education with the coöperation of the Board of Missions and other boards of the Methodist Episcopal Church, South.

The purpose is to conduct a Summer School of Religion to meet the growing demand for advanced study in the Bible, Theology, Religious Education, Missions, and allied subjects.

There will be two classes of students: those who are graduates of high schools and who may have had one or more years in college, and those who are graduates of colleges. The school is open to men and women. The credits secured for work done will be Duke University credits, and will count toward the A.B. and B.D. degrees.

The school is designed for pastors, church workers, missionaries, and students who desire to fit themselves better for their work or to add credits looking toward the securing of university degrees.

INSTRUCTORS

ELMER TALMAGE CLARK, A.B., M.A., B.D., S.T.D., LL.D.,
Assistant Secretary, Board of Missions,
Methodist Episcopal Church, South.

PAUL NEFF GARBER,
Professor of Church History and Director of the Junaluska School of Religion,
Duke University.

HIRAM EARL MYERS, A.B., S.T.B., S.T.M.,
Professor of English Bible,
Duke University.

GILBERT THEODORE ROWE, A.B., D.D., Litt.D., S.T.D.,
Professor of Christian Doctrine,
Duke University.

HERSEY EVERETT SPENCE, A.B., A.M., B.D.,
Professor of Religious Education,
Duke University.

COURSES

Courses will be offered meeting five times a week for eighty-minute periods. Each course, satisfactorily completed, will receive a credit of three semester-hours in Duke University. Two such courses may be taken by each student. The courses offered are divided into two groups. The first group consists of courses for college undergraduates who are graduates of high schools and who desire credits looking toward the A.B. degree. The second group consists of courses for college graduates who desire credits looking toward the B.D. degree. These courses may also be taken by college undergraduates who have completed the junior year and who are ranked as incoming seniors in college.

GROUP I

FOR COLLEGE UNDERGRADUATES

S104. The History and Religion of the Jews to the Roman Period.—The work in this course is based largely on exilic and post-exilic prophecy, the wisdom literature, and the earlier apocalyptic and apocryphal literature. *Period D.* Mr. Myers

S170. Masterpieces of Great Religious Literature.—This course is devoted to the religious thought in the literature from the second to the twentieth centuries, with special attention given modern religious poetry. *Period B.* Mr. Spence

S181. Modern Christian World Problems.—A survey of recent developments in international affairs and their significance for Christian missions; especial attention will be given to problems involving interracial relations, industry, and the present international situation in the Orient. *Period A.* Mr. Clark

GROUP II

FOR COLLEGE GRADUATES
AND FOR COLLEGE SENIORS

S212. New Testament Theology.—The religious teachings of the books of the New Testament. *Period D.* Mr. Rowe

S227. Current Christian Theology.—A survey of recent attempts to reinterpret and restate the doctrines of Christianity in terms consistent with the general knowledge of the modern world. *Period A.*

MR. ROWE

S234. The Church in America: The National Period.—Major emphasis is placed upon relations of church and state, steps toward Christian unity, the small sects, Christian education, and modern theological issues. *Period B.*

MR. GARBER

S241. Homiletics.—An introduction to the theory and practice of preaching. Practical problems in preaching are investigated, to determine the causes of success and failure. Opportunity for practice preaching will be afforded. *Period B.*

MR. MYERS

S265. Religious Drama.—A study of the uses and underlying principles of religious drama, followed by a critical examination of selected dramatic productions. *Period A.*

MR. SPENCE

ADDITIONAL INFORMATION

A registration fee of $20.00 and a library and recreation fee of $2.00 are due at time of registration.

Students are of course responsible for their own arrangements for board and room. Those desiring to engage room and board in the Board of Christian Education lodges should write W. E. Hogan, 810 Broadway, Nashville, Tennessee. Those desiring to stay in the Mission Inn should correspond with J. F. Rawls, Doctors' Building, Nashville, Tennessee. Those desiring to room elsewhere should write to James Atkins, Jr., Lake Junaluska, North Carolina.

All sessions of the school will be held in the Mission Building at Lake Junaluska.

Academic matters will be in charge of the Faculty of the School of Religion, Elbert Russell, Dean.

Those desiring further information concerning courses and conditions of work should address J. Q. Schisler, Board of Christian Education, 810 Broadway, Nashville, Tennessee, or Paul N. Garber, Registrar, School of Religion, Duke University, Durham, North Carolina.

ROLL OF STUDENTS, SCHOOL OF RELIGION

SENIOR CLASS

Anderson, Wilber Kenneth A.B., Asbury College, 1931.	Hollister, Okla.
Baker, Clarence Eugine A.B., Wake Forest College, 1931.	Durham, N. C.
Barnett, Lee Page A.B., Emory and Henry College, 1929.	Liberty, N. C.
Bennett, John Boyce A.B., Wofford College, 1933.	Fort Mill, S. C.
Boland, William Ray A.B., Southern College, 1931.	Winter Haven, Fla.
Carriger, Thomas Pinckney A.B., Duke University, 1932.	Morristown, Tenn.
Cook, Pierce Embree A.B., Wofford College, 1932.	Lamar, S. C.
Cook, Ray Abner A.B., Whittier College, 1932.	Whittier, Calif.
Cooley, William Frank A.B., Hendrix College, 1931.	Blytheville, Ark.
Council, Lowell Benjamin A.B., Lambuth College, 1932.	Union City, Tenn.
Crow, William Addison A.B., Southern College, 1932.	Tampa, Fla.
Duffie, George Summers A.B., Wofford College, 1930.	Rock Hill, S. C.
Edens, Lacy Thomas A.B., Duke University, 1924.	Hillsboro, N. C.
Ervin, Everest Lamont A.B., Duke University, 1929.	Matthews, N. C.
Gibbons, Kermit A.B., Southwestern University, 1931.	Blanco, Texas
Hardwick, Olen Leon A.B., Wofford College, 1932.	Aynor, S. C.
Howard, Fletcher Earl A.B., Duke University, 1932.	Advance, N. C.
Huss, Hoskie Otho A.B., Duke University, 1933.	Robbinsville, N. C.
Hutson, Harold Horton A.B., Wofford College, 1932.	Conway, S. C.
Jordan, Howard Roy B.S., The Citadel, 1930.	Callison, S. C.

Joyce, Johnie Leroy — Henderson, N. C.
A.B., Duke University, 1931.

Kelly, Byron Elmo — Roxboro, N. C.
A.B., Morris Harvey College, 1932.

Kesler, Archie Dean — Roanoke, Va.
A.B., Duke University, 1933.

Lee, Lawrence Wolfe — Cranberry, N. C.
A.B., High Point College, 1932.

Loftin, Floyd Fillmore — Durham, N. C.
A.B., Duke University, 1932.

Lyerly, Arnold Alexander — Woodleaf, N. C.
A.B., Duke University, 1933.

McLamb, Howard McKinnon — Clinton, N. C.
A.B., Duke University, 1933.

Nail, Lonnie Emerson — Winston-Salem, N. C.
A.B., Duke University, 1927.

Newton, Pliny Foster — Ravenwood, Mo.
A.B., Asbury College, 1929.

Robertson, James Louis — Craigsville, Va.
A.B., Randolph-Macon College, 1932.

Sensintaffar, James Clair — DeRidder, La.
A.B., Centenary College, 1932.

Shinn, Fred Harris — Matthews, N. C.
A.B., Duke University, 1930.

Smith, Charles Moody — McAdenville, N. C.
A.B., Duke University, 1930.

Spence, Floyd Vance — Kinston, N. C.
A.B., University of North Carolina, 1928.

Starling, Richard James — Goldsboro, N. C.
A.B., Duke University, 1933.

Stokes, Marion Boyd, Jr. — Seoul, Korea
A.B., Asbury College, 1932.

Stowe, William McFerrin — Winchester, Tenn.
A.B., Hendrix College, 1932.

Taylor, Raymond Herbert — Florence, S. C.
A.B., Wofford College, 1932.

Tilley, Lester Archie — Newton Grove, N. C.
A.B., Duke University, 1929.

Topping, Marvin Woodrow — Motoaca, Va.
A.B., Wofford College, 1932.

Tucker, Kenneth Irby — Durham, N. C.
A.B., Mississippi Delta State Teachers College, 1932.

Walston, Robert Edward — Tarboro, N. C.
A.B., Duke University, 1931.

Whitehead, Talton Johnson — Burlington, N. C.
A.B., High Point College, 1930.

Young, James Doyne — Trenton, N. C.
A.B., Lambuth College, 1930.

MIDDLE CLASS

Bagby, Steadman A.B., Lambuth College, 1932.	Obion, Tenn.
Brendall, Earl Hall A.B., Guilford College, 1933.	Greensboro, N. C.
Burns, Lacy Harvey A.B., Morris-Harvey College, 1933.	Dawson, W. Va.
Cody, Ray Spencer A.B., Catawba College, 1933.	Albemarle, N. C.
Cotton, Worth Bagley A.B., Duke University, 1933.	Sanford, N. C.
Creech, Harlan Longstreet A.B., Lenoir-Rhyne College, 1933.	Hickory, N. C.
Crossno, Ramsey Leon A.B., Asbury College, 1933.	Bells, Tenn.
Dixon, Paxton Theodore B.S., North Carolina State College, 1924.	Cedar Falls, N. C.
DuBose, Clarence Franklin, Jr. A.B., Wofford College, 1931.	Nichols, S. C.
Dunn, Millard Charles A.B., Duke University, 1928.	Bahama, N. C.
Eaker, William Franklin A.B., Duke University, 1933.	Lawndale, N. C.
Ellenberg, Frank Vernon A.B., Wake Forest College, 1933.	Greenwood, S. C.
Ellenberg, John Vinson A.B., Wake Forest College, 1933.	Greenwood, S. C.
Eubank, Graham Stanford A.B., Wofford College, 1933.	Maysville, N. C.
Furr, Lester Seymour A.B., High Point College, 1933.	New London, N. C.
Haley, Carl Wrenn A.B., Emory and Henry College, 1933.	Covington, Va.
Hartz, Edwin Roben A.B., Central Missouri State Teachers College, 1933.	Puxico, Mo.
Hedden, Forrest Dearborn A.B., Southern College, 1930.	Tampa, Fla.
Huneycutt, Wiley Jackson B.S., Davidson College, 1932.	Charlotte, N. C.
Jackson, James Fauntleroy A.B., Mercer University, 1933.	Swansboro, Ga.
Jones, Hurlan Eura A.B., High Point College, 1929.	Weaverville, N. C.
Keeler, Waldo Forrest A.B., Marion College, 1932.	Asheville, N. C.
LaFevers, Horatio Luster A.B., Duke University, 1933.	Glen Alpine, N. C.

Peace, Clifford Hinshaw — Gibsonville, N. C.
A.B., High Point College, 1932.

Phillips, James Henry — Charlotte, N. C.
A.B., Duke University, 1933.

Randall, Eugene Boyd — Maryville, Tenn.
A.B., Emory and Henry College, 1933.

Smith, Hampden Harrison, Jr. — Ashland, Va.
B.S., Randolph-Macon College, 1930.

Spears, Robert Wright — Clio, S. C.
A.B., Wofford College, 1933.

Tilley, Charles Johnson, Jr. — Durham, N. C.
A.B., Duke University, 1934.

JUNIOR CLASS

Andrus, William Darwin — Houston, Texas
A.B., Rice Institute, 1934.

Beadle, Fletcher Winans — Lafayette, La.
A.B., Asbury College, 1932.

Bennett, Luther Alcorn — Fulton, Miss.
A.B., Millsaps, 1934.

Bird, Robert Macbeth — Durham, N. C.
A.B., Duke University, 1934.

Breazeale, James Branson — Memphis, Tenn.
A.B., Southwestern College at Memphis, 1934.

Cathey, William Andrew — Davidson, N. C.
A.B., Davidson College, 1928.

Copeland, James Marion — Chester, S. C.
A.B., Wofford College, 1934.

*Cox, Abram Jones — Hickory, N. C.
A.B., Lenoir-Rhyne College, 1935.

Davis, Thomas Sylvester — Reydon, Okla.
B.S., Oklahoma Agricultural and Mechanical College, 1933.

Dill, Ralph Laurence, Jr. — Birmingham, Ala.
A.B., University of Alabama, 1929.

Early, Joyce Virgil — Oxford, N. C.
A.B., Asbury College, 1934.

Fast, Jennings Howard — Charleston, W. Va.
A.B., Morris-Harvey College, 1934.

Goodson, Walter Kenneth — Salisbury, N. C.
A.B., Catawba College, 1934.

Grant, Nicholas Warnum — Garysburg, N. C.
A.B., Duke University, 1934.

Grice, Phillip Harold — Gloster, Miss.
A.B., Mississippi State Teachers College, 1934.

Grissom, Raymond Thomas — Fancy Gap, Va.
A.B., Elon College, 1932.

* The degree of Bachelor of Arts will be conferred in June, 1935.

Gruver, Esdras Stuart B.S., University of Maryland, 1933.	Hyattsville, Md.
Hallberg, Carl Arthur A.B., Asbury College, 1934.	Bowling Green, Ohio
Hammons, John William A.B., Hendrix College, 1934.	Little Rock, Ark.
Holloway, Lewis Shannon A.B., Emory University, 1931.	Whigham, Ga.
Hozendorf, Connie Ray A.B., Millsaps, 1934.	Mendenhall, Miss.
Hyde, Forrest Ervin A.B., Elon College, 1934.	Brown Summit, N. C.
Jones, Sam Bruce A.B., Murray State College, 1934.	Hazel, Ky.
Kester, Grier Smith, Jr. B.S., University of South Carolina, 1933.	Columbia, S. C.
Kimbrell, Charles Wesley B.S., Central College, 1930.	Columbia, Mo.
Lee, Robert Steele B.S., Tennessee State Teachers College, 1934.	Murfreesboro, Tenn.
Lewis, Henry Barton A.B., Millsaps College, 1934.	Jackson, Miss.
Lewis, Ralph Henry A.B., Henderson-Brown College, 1927.	Carlisle, Ark.
Lynch, George Ernest A.B., Duke University, 1934.	Natick, Mass.
Mathison, Ovie Wilson A.B., Birmingham-Southern College, 1934.	Skipperville, Ala.
Mullis, Dwight Bruton A.B., Wake Forest College, 1934.	Charlotte, N. C.
*Phibbs, Andrew Frank, Jr. A.B., Duke University, 1935.	Greensboro, N. C.
Reese, Malcolm Cephus A.B., Lenoir-Rhyne College, 1932.	Hickory, N. C.
Scott, James Edgar, Jr. A.B., University of South Carolina, 1931.	Columbia, S. C.
*Shore, Philip Linus, Jr. A.B., Duke University, 1935.	Greensboro, N. C.
Spell, James Everett A.B., Wofford College, 1934.	Smoaks, S. C.
Taylor, George Morris A.B., Catawba College, 1934.	Salisbury, N. C.
Taylor, Paul Richard A.B., Elon College, 1934.	Lewisville, N. C.

* The degree of Bachelor of Arts will be conferred in June, 1935.

Townsley, Inman Ueber A.B., University of California, 1933.	Downey, Calif.
Ward, Lee Pope A.B., Lambuth College, 1934.	Jackson, Tenn.
Wilkerson, Milton Chick A.B., Hampden-Sydney College, 1933.	Farmville, Va.
Willis, Sidney Lane A.B., Emory and Henry College, 1934.	Christiansburg, Va.
York, Benjamin Preston A.B., Lambuth College, 1934.	Lula, Miss.

SPECIAL STUDENTS

DuBose, Kathleen Singleton A.B., Lander College, 1930. A.M., University of South Carolina, 1931.	Nichols, S. C.
Hirst, Cornelia Erwin A.B., Scarritt College, 1927.	Durham, N. C.
Keeler, Edna Willie A.B., Marion College, 1933.	Asheville, N. C.
McKellar, Ella Clare A.B., Wesleyan College, 1907. B.S., University of Georgia, 1911. A.M., University of Georgia, 1920.	Macon, Ga.
Morris, Cecil Van Horne A.B., Randolph-Macon College, 1920. Th.B., Princeton Theological Seminary, 1924.	Clifton Forge, Va.
Nicholson, Waller Staples A.B., Guilford College, 1907. B.D., Duke University, 1934.	Poplar Branch, N. C.

JUNALUSKA SCHOOL OF RELIGION

Battison, Elizabeth Emma	Canton, N. C.
Baughman, Paul Howard	Hendersonville, N. C.
Brandon, Joseph Max, Jr.	Catawba, N. C.
Cooke, Paul	Berry, Ala.
Crenshaw, Eva McWhorter	Martin, Ga.
Duffie, George Summers	Rock Hill, S. C.
Dryman, F. O.	Lake Junaluska, N. C.
Edens, Lacy Thomas	Hillsboro, N. C.
Edwards, Charles William, Jr.	Durham, N. C.
Ferguson, Anne Roe	Waynesville, N. C.
Ferguson, Ova Patterson	Waynesville, N. C.
Fisher, Marion Elene	Hazelwood, N. C.
Gibbons, Kermit Field	Blanco, Texas
Goodson, Walter Kenneth	Salisbury, N. C.
Grant, Nicholas Warnum	Garysburg, N. C.
Hammons, John William	Little Rock, Ark.
Harris, H. LeRoy	Pink Hill, N. C.

Harrold, Lois Beale	Waynesville, N. C.
Healey, William James	Bradford, Pa.
Houck, George Fielder	Canton, N. C.
Jones, Lucy K. T.	Waynesville, N. C.
Kiger, John Herbert	Maryville, Tenn.
Kirkpatrick, Nell Amelia	Lake Junaluska, N. C.
Knight, Flora Allen	Hazelwood, N. C.
Laughlin, Robert Mangum	Ruffin, N. C.
Leatherwood, Frances	Clyde, N. C.
Leatherwood, Mayme Love	Waynesville, N. C.
Lee, Lawrence Wolfe	Cranberry, N. C.
McLamb, Howard McKinnon	Clinton, N. C.
Medford, Louisa Earle	Waynesville, N. C.
Myers, Norwood Prettyman, Jr.	Lynchburg, Va.
Narbeth, Arthur Benjamin	Swarthmore, Pa.
Ormond, John Kern	Durham, N. C.
Patterson, Eula	Waynesville, N. C.
Phibbs, Andrew Frank	Greensboro, N. C.
Rathbone, Mary	Lake Junaluska, N. C.
Shankle, Byron	Clyde, N. C.
Shore, Philip Linus, Jr.	Greensboro, N. C.
Taylor, George Morris	Salisbury, N. C.
Thompson, Lois	Lake Junaluska, N. C.
Tucker, Kenneth Irby	Rocky Mount, N. C.
Varner, Robert Milton	Eldorado, N. C.
Whitmore, Susanna Clay	Durham, N. C.
Wilcox, Annie	Dover, N. C.
Williams, Claude C.	Canton, N. C.

BULLETIN
OF
DUKE UNIVERSITY

Vol. 7 MAY, 1935 No. 5

DEPARTMENTS OF ENGINEERING
(Trinity College)

1934-1935

ANNOUNCEMENTS FOR 1935-1936

PUBLISHED BY DUKE UNIVERSITY
IN JANUARY, FEBRUARY, MARCH, APRIL, MAY, AND JUNE
ENTERED AS SECOND CLASS MATTER MARCH 25, 1929, AT THE POST OFFICE
AT DURHAM, N. C., UNDER ACT OF AUGUST 24, 1912

ANNUAL CATALOGUES AND BULLETINS

For General Bulletin of Duke University, apply to *The Secretary,* Duke University, Durham, N. C.

For Bulletin of Undergraduate Instruction, apply to *The Secretary,* Duke University, Durham, N. C.

For Bulletin of The Graduate School of Arts and Sciences, apply to *The Dean of the Graduate School,* Duke University, Durham, N. C.

For Bulletin of The Departments of Engineering, apply to *The Secretary,* Duke University, Durham, N. C.

For Bulletin of The School of Law, apply to *The Dean of the School of Law,* Duke University, Durham, N. C.

For Bulletin of The School of Medicine, apply to *The Dean of the School of Medicine,* Duke University, Durham, N. C.

For Bulletin of The School of Nursing, apply to *The Dean of the School of Nursing,* Duke University, Durham, N. C.

For Bulletin of The School of Religion, apply to *The Registrar of the School of Religion,* Duke University, Durham, N. C.

For Bulletin of The Summer Schools, apply to *The Director of the Summer Schools,* Duke University, Durham, N. C.

For Bulletin on Forestry, apply to *The Director, Duke Forest,* Duke University, Durham, N. C.

DUKE UNIVERSITY



DEPARTMENTS OF ENGINEERING

(Trinity College)

1934-1935

ANNOUNCEMENTS FOR 1935-1936

DURHAM, NORTH CAROLINA

1935

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UNIVERSITY CALENDAR

1935

June 6. Thursday—Registration of students for Summer School, first term.

June 7. Friday—Instruction begins for Summer School, first term.

June 27. Thursday—Registration of students for Summer School, middle term.

June 28. Friday—Instruction begins for Summer School, middle term.

July 4. Thursday—Independence Day. A holiday.

July 17-18. Wednesday, Thursday—Final examinations for Summer School, first term.

July 19. Friday—Registration of students for Summer School, last term.

July 20. Saturday—Instruction begins for Summer School, last term.

Aug. 29-30. Thursday, Friday—Final examinations for Summer School, last term.

Sept. 12. Thursday—9:00 A.M. Dormitories open to freshmen.

Sept. 12. Thursday—8:00 P.M. Assembly for all entering freshmen; Freshman Orientation Program begins.

Sept. 16. Monday—5:00 P.M. First regular meeting of the Freshman Faculty.

Sept. 17. Tuesday—Freshman instruction begins.

Sept. 17. Tuesday— Registration and matriculation of new students with advanced standing.

Sept. 18. Wednesday—11:00 A.M. Formal opening of the college; registration of matriculated students.

Sept. 19. Thursday—Instruction for Sophomores, Juniors, and Seniors begins.

Sept. 19-21. Thursday—9:00 A.M.-1:00 P.M., 2:30 P.M.-4:00 P.M.; Friday, 9:00 A.M.-1:00 P.M., 2:30 P.M.-5:00 P.M.; Saturday, 9:00 A.M.-1:00 P.M., registration of graduate students.

Nov. 11. Monday—Armistice Day.

Nov. 28. Thursday—Thanksgiving Day. A holiday.

Dec. 11. Wednesday—Duke University Day.

Dec. 20. Friday—1:00 P.M. Christmas recess begins.

1936

Jan.	3. Friday—8:20 A.M. Instruction is resumed.
Jan.	18. Saturday—Mid-year examinations begin.
Jan.	29. Wednesday—Last day for matriculation for second semester.
Jan.	30. Thursday—Second semester begins.
Feb.	22. Saturday—Washington's Birthday. A holiday.
March	25. Wednesday—1:00 P.M. Spring vacation begins.
April	1. Wednesday—8:20 A.M. Instruction is resumed.
April	15. Wednesday—Last day for submitting orations for Wiley Gray contest.
April	30. Thursday—Last day for selection of courses for ensuing year.
May	25. Monday—Final examinations begin.
June	6. Saturday—Commencement opens; Senior Class Day; Meeting of the Board of Trustees.
June	7. Sunday—President's Address to Graduating Class.
June	8. Monday—Commencement Address; Alumni-Alumnae Luncheon; Graduating Exercises; Lowering of the Flag by the Graduating Class.

ADMINISTRATIVE OFFICERS

WILLIAM PRESTON FEW, A.B., A.M., Ph.D., Litt.D., Ed.D., LL.D.
President of the University — West Campus

ROBERT LEE FLOWERS, A.M., LL.D. — West Campus
Secretary and Treasurer of the University

WILLIAM HANE WANNAMAKER, A.B., A.M., Litt.D.
Dean of the University — West Campus

WALTER KIRKLAND GREENE, A.B., A.M., Ph.D.
Dean of Undergraduate Instruction — West Campus

HERBERT JAMES HERRING, A.B., A.M.
Assistant Dean of Trinity College
Erwin Apartments, Buchanan Road

ALAN KREBS MANCHESTER, A.B., A.M., Ph.D. — West Campus
Assistant Dean of Trinity College

INSTRUCTIONAL STAFF

HAROLD CRUSIUS BIRD, Ph.B., C.E. — 1209 Virginia Ave.
Professor of Civil Engineering,
Head of Department of Civil and Mechanical Engineering

WILLIAM HOLLAND HALL, A.B., A.M., B.C.E., M.S.C.E.
Professor of Engineering — Beverly Apartments

*SAMUEL RAYMOND SCHEALER, E.E., M.S. — Hope Valley
Professor of Electrical Engineering,
Head of Department of Electrical Engineering

WALTER JAMES SEELEY, E.E., M.S. — 1005 Urban Ave.
Professor of Electrical Engineering

RALPH SYDNEY WILBUR, B.S. in M.E. — 2108 University Drive
Associate Professor of Mechanical Engineering

WILLIAM WHITFIELD LEWIS, B.S. in C.E. — College Station
Instructor in Engineering

RALPH THOMPSON MATTHEWS, B.S. in M.E.
Instructor in Mechanical Engineering
4 Powe Apartments, Watts St.

OTTO MEIER, JR., B.S. in E.E. — 4 Powe Apartments, Watts St.
Instructor in Electrical Engineering

* On leave 1934-1935.

RUSSELL RANSON, B.S. — Southgate, East Campus
Instructor in Electrical Engineering

WILLIAM WHITEFIELD ELLIOTT, B.A., M.A., Ph.D.
Professor of Mathematics

CHARLES CLEVELAND HATLEY, A.B., A.M., Ph.D.
Professor of Physics — 708 Buchanan Road

DOUGLASS HILL, A.B., M.A., Ph.D. — Woodbridge Drive, Rockwood
Instructor in Chemistry

ARCHIBALD CURRIE JORDAN, A.B., A.M.
Assistant Professor of English

FRANK KIRBY MITCHELL, A.B., A.M.
Associate Professor of English — 1008 W. Trinity Ave.

JAMES CARLISLE MOUZON, B.A., Ph.D. — 2017 Wa-Wa Ave.
Instructor in Physics

WALTER MCKINLEY NIELSEN, B.S., Ph.D.
Assistant Professor of Physics

KARL BACHMAN PATTERSON, A.B., A.M. — 1024 Monmouth Ave.
Assistant Professor of Mathematics

JOHN HERMAN SHIELDS, A.B., A.M. — 2 Eloise Apartments
Assistant Professor of Accounting

JOSEPH JOHN SPENGLER, A.B., M.A., Ph.D. — 1601 Lakewood Ave.
Associate Professor of Economics

ROBERT NORTH WILSON, A.B., M.S. — 822 Third St.
Professor of Chemistry

ROBERT RENBERT WILSON, A.B., A.M., Ph.D.
Professor of Political Science — 216 Forestwood Drive

FREDERICK ADOLPHUS WOLF, A.B., A.M., Ph.D. — 924 Urban Ave.
Professor of Botany

Assisted by members of general faculty listed in *General Bulletin.*

ENGINEERING COURSES OFFERED

GENERAL STATEMENT

Duke University, through the departments of engineering of Trinity College, offers standard four-year courses in civil, electrical, and mechanical engineering. These departments occupy Asbury and Bivins Halls on the East Campus, apart from the Woman's College. The Asbury Building is a three-story brick building, dignified by the architecture of the Old South. Bivins Hall is a two-story brick building, adjacent to the Asbury Building. The James H. Southgate Memorial Building, completed in 1921, has been set aside for the housing of engineering students. The first floor contains social rooms, recitation rooms, gymnasium, dining room, and kitchen. The upper floors are used for dormitory purposes and have all conveniences. Meals are provided in this building at the same rate which prevails at the other University dining-halls.

The entire curricula in civil, electrical, and mechanical engineering conform very closely to the standards set up by the Society for the Promotion of Engineering Education. The fundamentals of all engineering, such as English, mathematics, chemistry, physics, drawing, mechanics, strength of materials, and hydraulics are emphasized. About forty semester-hours are devoted to the major engineering group. The need for engineers to fill administrative positions is recognized by giving the student opportunity to elect subjects in the department of economics and business administration. The curriculum has been planned to prepare men for professional work in civil, electrical and mechanical engineering. The rigorous training of an engineering curriculum, with proper courses in the department of business administration, affords an excellent preparation for business where men with the engineering type of training are required.

The members of the instructional staff were chosen particularly for their ability to teach. Instruction is given in small sections, insuring personal attention. The laboratory is used to supplement the classroom, and at present the same instructor

carries his class through both the classroom and laboratory work. This is made possible only where the classes are limited in size.

Engineering students are in every sense a part of the student body of Duke University, enjoying the general advantages of the University and being subject to the general rules and regulations.

Two national engineering societies, the American Society of Civil Engineers and the American Institute of Electrical Engineers, are represented by student chapters operating under national charters. The organization of a student chapter of the American Society of Mechanical Engineers is contemplated. An honorary engineering fraternity, Delta Epsilon Sigma, was organized several years ago for the purpose of stimulating good scholarship among the engineering students. All four of these organizations afford unusual opportunities for the members to present papers and conduct discussions of certain phases of engineering not covered in the classroom.

Selection of engineering students will be made on the basis of character, high-school record, and results of placement tests held during Freshman Week. Candidates for the engineering courses should review *their mathematics* before taking these tests.

EQUIPMENT

The Civil Engineering Laboratories, located in Asbury and Bivins Halls, contain a large sized Begg's Deformeter for the solution of indeterminate structures; various types of slide rules, and electric calculating machines. For surveying, there are eleven transits, sixteen levels, three plane table outfits, solar attachments, sextants, compasses, barometers, and other light equipment, as well as one precise theodolite, and one precise level. In the sanitary laboratory there is complete equipment for performing the physical, chemical, bacteriological, and microscopic tests as outlined by the American Public Health Association. The highway laboratory contains an abrasion machine, an impact machine, a diamond core drill, and diamond saw and grinding lap, as well as complete equipment for the testing of bituminous materials; such as, extractors, ductility machine, penetrometer, flash point and melting point apparatus,

viscosimeters, float test apparatus, Hubbard's stability machine and other light equipment. There is available complete equipment for the testing of cement and aggregates; such as, automatic shot testing machine, flow-table, Ro-Tap sieve shaker, and other necessary supplies. For the testing of steel, wood, and concrete there is a fifty-thousand-pound universal testing machine with extensometers, shearing tools, transverse indicators, strain gages, and other attachments, and also a two-hundred-thousand-pound hydraulic press. Stream gaging is carried on by means of Price and Ott current meters. Practically all of the above equipment has been purchased since 1927.

Three well-lighted Drawing Rooms with 3,900 square feet of floor space and equipped with up-to-date furniture, models, universal drafting machines, planimeters, etc., are located in the Asbury Building.

The Electrical Engineering Machinery Laboratory, located in the basement of Asbury Building, receives its electric power from the Duke Power Company over a 2300 volt, 60 cycle, three-phase line. The laboratory equipment includes a 17½ K.W., A.C. to D.C. motor-generator set for supplying the laboratory with direct current, four direct connected D.C. to D.C. motor-generator sets, two D.C. to A.C. belted sets, a G.E. sine wave motor-generator set, a Westinghouse phase displacement dynamometer, a General Electric type A.C.D.C. synchronous converter, for one-, two-, three-, or six-phase operation, a self-starting, single-phase battery charging converter, numerous single-phase constant potential transformers, a three-phase transformer, a constant current transformer equipped with a typical load of series street lamps, three-phase induction regulators, numerous loading devices both electrical and mechanical, and a number of miscellaneous D.C. and A.C. motors and generators. In addition, the equipment includes a complete line of measuring instruments for general testing purposes and two oscillographs for viewing and photographing wave forms.

The High-Frequency Laboratory, also located in Asbury Building, is exceptionally well equipped and contains complete apparatus for carrying out all kinds of experiments at both audio and radio frequencies. The audio-frequency equipment includes a 200-mile open-wire artificial telephone line, a vacuum

tube amplifier-milliammeter-voltmeter, vacuum-tube oscillators calibrated for frequencies ranging from 25 to 75,000 cycles per second, a 1,000-cycle motor-generator, a direct reading frequency meter reading from 20 to 20,000 cycles per second; impedance bridges for both audio and intermediate frequencies; standards of resistance, inductance, and capacitance, filters; a high quality amplifier, power amplifiers, loud speakers, and other instruments for general test purposes. A complete Automatic Electric Co. automatic telephone exchange is included in this laboratory. The radio-frequency equipment consists of short wave and broadcast receivers, precision wave-meter, Shaw recorder, standard signal generator, thermocouples for current and voltage determinations, condensers, inductors, and meters. Radio Station W4AHY, consisting of a 75-watt, crystal-controlled transmitter is included in the equipment of this laboratory.

The Electrical Circuits Laboratory is equipped with all necessary apparatus and instruments for carrying out experiments on electric and magnetic circuits. This laboratory is used by the junior class in connection with course 151-152.

The mechanical engineering equipment, situated in Branson Hall, Bivins Hall, and the Annex, includes a horizontal automatic self-oiling Troy steam engine, a vertical throttling governor Wachs steam engine, Terry steam turbine, flow of steam apparatus, Worthington reciprocating pump, steam injector, small double pipe condenser, electrically driven 12 x 10 Ingersoll-Rand air compressor properly piped with tanks and measuring instruments, small blower and test duct, model A Ford engine directly connected to a Sprague electric dynamometer, and a directly connected motor driven Allis-Chalmers centrifugal pump.

The testing instruments consist of two Maihak indicators, Brown electric flow meter, General Electric flow meters, steam calorimeters, American gauge tester, tachometers, prony brakes, and the necessary small equipment. Complete equipment is available for testing of coal. In the oil testing laboratory there is the customary equipment commonly used in undergraduate instruction. Other equipment consists of two fuel gas analyzers, Hays carbon dioxide recorder, water analysis equipment,

and apparatus for calibrating thermometers. Adjacent to these buildings is a small foundry available for undergraduate instruction. Close coöperation of the two heating plants, ice plants, and other university mechanical equipment affords exceptional opportunities for inspection and testing. All the mechanical equipment has been installed within the last three years.

The Engineering Departmental Library of approximately three thousand volumes of modern engineering texts, in addition to approximately five hundred bound volumes of periodicals, supplemented by the main University Library, offers ample opportunity for reference. With generous annual appropriations this library is rapidly expanding to provide for research requirements.

ADMISSION TO COLLEGE

GENERAL REGULATIONS

Admission to the Engineering Departments of Duke University is on a selective basis, dependent upon the ability, attainments, and character of the applicant. No student is admitted until the Council on Admissions has received for him a scholastic record from school or college, a certificate of vaccination and of good health, and satisfactory evidence of good character and ability. A personal interview with each applicant is regarded as desirable. This is of advantage not only to the Council but also to the applicant, since it enables him to acquaint himself to some extent with the University and to discuss possible courses of study.

Certain days are announced in the University Calendar each year for the registration, classification, and sectioning of students. Those students who are admitted later than the dates announced must pay to the Treasurer five dollars additional for the privilege of matriculation.

Since the enrollment in the undergraduate colleges is limited, an early application is desirable. Application blanks will be sent upon request, and they should be returned as soon as possible.

All correspondence relating to admission of men should be addressed to the Secretary of Duke University, Duke Station, Durham, N. C.

ADMISSION TO ENGINEERING COURSES

An applicant for admission to the freshman class in engineering must have completed at least fifteen units of preparatory work, partly in required and partly in elective subjects. A unit represents a year of work in a subject in an accredited secondary school, provided the work done in that subject is approximately one-fourth of the annual amount of work regularly required in the school.

The subjects in which this credit may be offered and the maximum amount of credit acceptable in each subject are given in the following table:

	UNITS		UNITS
English	4	Botany	1
Latin	4	Zoölogy	1
Greek	3	General Biology	1
German	3	Physical Geography	1
French	3	General Science	1
Spanish	3	Agriculture	2
Mathematics	4	Mechanical Drawing	2
History and Civics	4	Woodwork, Forging, and Machine Work	2
Physics	1	Household Economics	2
Chemistry	1	Commercial Subjects	3

For a detailed explanation of the units in the table above, see the definitions as set forth by the Southern Association of Colleges and Secondary Schools and other Regional Associations.

ADMISSION BY CERTIFICATE

Applicants able to submit certificates of proficiency from accredited schools in subjects accepted for admission to the freshman class will be admitted without examination. These certificates must be properly made out on the regular blanks furnished by the University, signed by the principal of the school from which the applicant comes, and presented before or at the opening of the academic year. The applicant must have completed the course of the school from which he comes.

At least nine and one-half of the fifteen units required for admission must come from the following:

Required Units

English	3 units
German or French or Latin	2 units
Physics or Chemistry	1 unit
History	1 unit
*Algebra	1½ or 2 units
Plane Geometry	1 unit

* Examination required to validate offering.

Elective Units

In addition to the above required units, sufficient elective units must be offered to make a total of fifteen. It is recommended that these electives be chosen from the following list:

*Algebra (College Board "B")	½ unit
Solid Geometry	½ unit
*Trigonometry	½ unit
†German or French or Latin or Spanish or Greek	1 to 4 units
History or Civics (not the required unit)	1 to 3 units
Physics or Chemistry or Biology (not the required unit)	1 to 2 units

Due to lack of uniformity in various states as to the subject matter covered by the various units in algebra and the consequent variation in the work done by freshmen in advanced algebra, it has become necessary to adopt the College Entrance Examination Board's definition of these units and to require each prospective student to take a placement examination in algebra during Freshman Week. Students who validate by examination one and one-half units (algebra through quadratics, binominal theorem and progressions) which are offered for admission or two units (algebra through quadratics, binominal theorem, progressions, simultaneous equations in three unknowns, graphs, exponents, and radicals, and logarithms) will be placed in Mathematics 9-10 (5 hours a week, each semester). Those who validate by examination only one unit of the offering in algebra (i.e., to quadratics) will be placed in Mathematics 11-12 (6 hours a week, each semester). Those who do not validate by examination at least one unit of their offering in algebra will not be allowed to pursue a course in engineering. Certificates from the College Entrance Examination Board (431 W. 117th Street, New York City) will be accepted in lieu of the placement examination. Prospective students may gain a general idea of the type of examination to be given here from old examinations of the College Board published by Ginn and Company, New York.

* Examination required to validate offering.

† One elective unit in any of the above languages will be accepted for admission provided the language requirement has been satisfied without it. As many as four units will be accepted in any one of these languages.

ADMISSION BY EXAMINATION

Students who present fifteen units for admission from schools not accredited by the University, and students who present the proper units but whose grades are not acceptable are required to validate their units by entrance examinations in English and in mathematics and such other tests as the University may prescribe, including the test required by the North Carolina College Conference.

Students who have not the required units in English or in mathematics but who are otherwise acceptable must, before admission, clear this deficiency by entrance examinations.

ADMISSION TO ADVANCED STANDING

Students may be admitted to advanced standing from other approved institutions under the following conditions: All applicants must have fulfilled the equivalent of the requirements for admission to the freshman class, must present official certificates of all work done in other institutions, and have honorable dismissal from the institutions they previously attended.

Applicants for advanced standing should present, so far as possible, subjects corresponding to those required at Duke University. Students admitted to advanced standing may not during their first semester elect more than the minimum number of hours required of the class which they enter except by permission of the Dean. Further, in addition to other requirements, a minimum of one full year in residence at Duke Univesrity with the satisfactory completion of at least thirty semester-hours of work approved for seniors, with an average grade of "C," is required of all candidates for the bachelor's degree.

Students who have transferred from other colleges must, in order to make their provisional classification final, pass during their first year of residence not less than the equivalent of four year courses with an average grade of "C" or higher.

The date for the registration and classification of students with advanced standing from other institutions is announced in the University Calendar. Students who are admitted later than this date are required to pay to the Treasurer five dollars additional for the privilege of matriculating.

FRESHMAN WEEK

The week immediately preceding the opening of college is set aside for the induction of freshmen. During this period health examinations, psychological tests, and placement tests are given, on the basis of which freshmen are sectioned in English, mathematics, and foreign languages. The freshmen are divided into groups for instruction in the use of the library, in the regulations of the student body, and in all matters pertaining to the adjustment of the individual to a new environment. Attendance upon these exrecises is required of all freshmen.

SPECIAL STUDENTS

Students of mature age not fully prepared to enter the freshman class may be admitted as special students and allowed to enroll for such work as they are prepared to carry. Further, they are required to take fifteen hours of class work a week.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL, ELECTRICAL, OR MECHANICAL ENGINEERING

GENERAL STATEMENT

The studies for the degree of bachelor of science in civil, electrical, or mechanical engineering are designed for students who are preparing for civil, electrical, or mechanical engineering, as a profession, and lead to the following degrees: B.S. in C.E., B.S. in E.E., and B.S. in M.E.

Each of these degrees requires one hundred and thirty-eight semester-hours of work of which one hundred and twenty-two must be completed with an average grade of "C." Six semester-hours of electives must be taken in the departments of economics or political science. If a foreign language is elected, it must be taken two years unless a student has sufficient entrance credits to enable him to pursue a more advanced course.

Prospective students in engineering should note that immediately after the final freshman examinations in May or June they are required to attend a three weeks' course in plane surveying given under the direction of the Summer School.

GROUPS OF STUDIES FOR THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL, ELECTRICAL, OR MECHANICAL ENGINEERING

GROUP I

Civil Engineering

Freshman Year

FIRST SEMESTER	S.H.	SECOND SEMESTER	S.H.
Chemistry 1	4	Chemistry 2	4
English	3	English	3
Mathematics 9 or 11	5	Mathematics 10 or 12	5
Drawing 1-5	3	Drawing 2-6	3
Physical Education		Physical Education	
	15		15

Three weeks of Surveying 10 in summer. Credit, 3 semester-hours.

Sophomore Year

Mathematics 55	4	Mathematics 100	4
Physics 5	5	Physics 6	5
Surveying 11	2	Mechanics 8	5
Highways 15	3	Elective (Restricted)	3
Elective (Restricted)	3	Physical Education	
Physical Education			
	17		17

Junior Year

Strength of Materials 107	4	Hydraulics 108	4
Curves and Earthwork 113	2	Curves and Earthwork 114	2
Structures 131	4	Structures 132	4
Highways 117	2	Materials 118	2
Engineering, Elective	3	Engineering, Elective	3
Elective	3	Elective	3
	18		18

Senior Year

Hydraulic Eng. 123	4	Hydraulic Eng. 124	4
Concrete 133	3	Concrete 134	3
Railroads 119	3	Railroads 120	2
Seminar 137	1	Astronomy 112	2
Electives	6	Seminar 138	1
		Electives	6
	17		18

GROUP II

ELECTRICAL ENGINEERING

Freshman Year

FIRST SEMESTER	S.H.	SECOND SEMESTER	S.H.
Chemistry 1	4	Chemistry 2	4
English	3	English	3
Mathematics 9 or 11	5	Mathematics 10 or 12	5
Drawing 1-5	3	Drawing 4-6	3
Physical Education		Physical Education	
	15		15

Three weeks of Surveying 10 in summer. Credit, 3 semester-hours.

Sophomore Year

Physics 5	5	Physics 6	5
Mathematics 55	4	Mathematics 100	4
Steam Engineering 85	2	Mechanics 8	5
Mechanism 81	2	Electrical Engineering 92	3
Electrical Engineering 91	3	Physical Education	
Physical Education			
	16		17

Junior Year

Prim. of Elec. Eng. 151	4	Prin. of Elec. Eng. 152	4
Strength of Materials 107	4	Hydraulics 108	4
Differ. Equations 231	3	Elec. Measurements 102	3
Thermodynamics 187	3	Thermodynamics 188	3
M. E. Lab. 199	1	M. E. Lab. 200	1
Elective	3	Elective	3
	18		18

Senior Year

Adv. D. C. Mach. 155	3	Alt. Cur. Machinery 258	6
Adv. Alter. Currents 257	3	Elec. Power Stations 158	3
Elec. Power Transmission 159	3	High Freq. Currents 262	3
High. Freq. Currents 261	3	Electives	6
Electives	6		
	18		18

GROUP III

MECHANICAL ENGINEERING

Freshman Year

FIRST SEMESTER	S.H.	SECOND SEMESTER	S.H.
Chemistry 1	4	Chemistry 1	4
English	3	English	3
Mathematics 9 or 11	5	Mathematics 10 or 12	5
Drawing 1-5	3	Drawing 4-6	3
Physical Education		Physical Education	
	15		15

Three weeks of Surveying 10 in summer. Credit, 3 semester-hours.

Sophomore Year

Mathematics 55	4	Mathematics 100	4
Physics 5	5	Physics 6	5
Mechanism 81	2	Mechanics 8	5
Steam Engineering 85	2	Constructive Processes 80	1
Constructive Processes 79	1	Elective (Restricted)	3
Elective (Restricted)	3	Physical Education	
Physical Education			
	17		18

Junior Year

Strength of Materials 107	4	Hydraulics 108	4
Machine Design 183	3	Machine Design 184	3
Thermodynamics 187	3	Thermodynamics 188	3
M. E. Laboratory 189	2	M. E. Laboratory 190	2
Electrical Engineering 153	3	Electrical Engineering 154	3
Elective	3	Elective	3
	18		18

Senior Year

Power Plants 191	3	Power Plants 192	3
M. E. Laboratory 193	2	M. E. Laboratory 194	2
Heating and Ventilation 195	3	Refrigeration 196	3
Inter. Combust. Engines 197	3	Aeronautics 198	3
Electives	6	Electives	6
	17		17

COURSES OF INSTRUCTION

NOTE: *Courses primarily for freshmen and sophomores are numbered from 1 to 99; those primarily for juniors and seniors from 100 to 199; those primarily for seniors and graduates from 200 to 299. The amount of credit for each course is given in semester-hours following the description of the course.*

The designation (W) *or* (E) *indicates that the course is to be given on the West Campus or on the East Campus. The designation* (W & E) *indicates that the course will be given on each campus.*

Odd-numbered courses are offered in the fall semester and even-numbered courses are offered in the spring semester. Double numbers indicate that the course is a year course and must be continued throughout the year if credit is received.

DEPARTMENT OF CIVIL AND MECHANICAL ENGINEERING

ASBURY, BIVINS, AND BRANSON BUILDINGS

PROFESSORS BIRD, HALL, AND WILBUR; MESSRS. LEWIS AND MATTHEWS

DRAWING

1. Engineering Drawing.—Orthographic projection, lettering, pictorial representation, developments, intersections, use of universal drafting machine. **2 s.h.** (E)

STAFF

2. Engineering Drawing.—For students in civil engineering and forestry. Methods of plotting, topographic symbols, simple structures in wood and steel. Prerequisite, course 1. **2 s.h.** (E)

STAFF

4. Engineering Drawing.—For students in electrical and mechanical engineering. Elementary machine drawing. Prerequisite, course 1. **2 s.h.** (E)

STAFF

5-6. Descriptive Geometry.—Problems relating to point, line, plane, and solid. Concurrent with courses 1 and 2-4. No credit given unless taken for two semesters. **2 s.h.** (E)

STAFF

MECHANICS

8. Mechanics.—Concurrent forces, parallel forces, non-concurrent and non-parallel forces, centroids, friction, moment of inertia, translation, rotation, work, energy, and momentum. Prerequisites, course 1 and Mathematics 55. **5 s.h.** (E)

PROFESSOR BIRD AND MR. LEWIS

107. Strength of Materials.—Elastic bodies under stress; flexure of simple, overhanging, fixed, and continuous beams; columns; combined stresses; etc. Prerequisite, course 8. **4 s.h.** (E)

PROFESSOR BIRD AND MR. LEWIS

108. Hydraulics.—Hydrostatics; flow of water through orifices, weirs, pipes, and open channels; general principles of water wheels and turbines. Prerequisite, course 8. **4 s.h.** (E)

PROFESSOR HALL

CIVIL ENGINEERING

10. Plane Surveying.—Use of instruments; transit, stadia, compass and plane table surveying; simple triangulation; determination of meridian by observation on Polaris; differential and profile leveling; setting grade stakes; calculation of bearings, latitudes, and departures; areas by planimeter; methods of plotting; survey and plot of sections of the campus by stadia, and transit and tape. Eight hours a day, three weeks, Summer School. Prerequisite, course 1. Trigonometry. **3 s.h.** (E)

For fee of this course, see the *Bulletin of the Summer Schools.*

PROFESSORS BIRD AND HALL; MR. LEWIS

11. Higher Surveying.—Care and adjustment of instruments; topographical surveying; surveys and resurveys; laying out and division of land; Public land system; further calculations, omitted measurements, areas by double longitude; quantities from profiles and cross sections. Prerequisite, course 10. **2 s.h.** (E)

PROFESSOR HALL

110. Plane Surveying.—Similar to course 10 but especially arranged for students in forestry. Eight hours a day, three weeks, Summer School. Prerequisites, Engineering Drawing and Trigonometry. **3 s.h.**

PROFESSORS BIRD AND HALL; MR. LEWIS

111. Higher Surveying.—For students in forestry. In addition to the ground covered in course 11, the field work includes a more thorough drill in the use of the Beaman stadia arc and the topographic abney level and trailer tape while more attention is given to the preparation of finished maps in the office work. Eight hours a day, three weeks, Summer School. Prerequisite, course 10 or 110. **3 s.h.**

PROFESSOR BIRD OR HALL

[Not offered in 1935]

112. Field Astronomy.—Determination of latitude, time, and azimuth by observation on sun and stars; use of precise transit, solar attachment, and sextant. Prerequisite, course 11. **2 s.h.** (E)

PROFESSOR HALL

113-114. Curves and Earthwork.—Highways—Thorough drill in the calculation and laying out of simple, compound, and easement curves, widening of curves, vertical curves, setting slope stakes, ordinary earthwork computations, and mass diagrams. Prerequisite, course 10. **4 s.h.** (E)

PROFESSOR HALL

15. Highway Engineering.—Location, construction, and maintenance of roads and pavements; dust prevention; road economics. **3 s.h.** (E)

PROFESSOR HALL

117. Highway Engineering.—Standard tests of stone, gravel, and bituminous materials. Prerequisite, course 115. **2 s.h.** (E)

PROFESSOR HALL

118. Materials of Engineering.—Study and testing of materials other than those taken up in course 117. **2 or 3 s.h.** (E)

MR. LEWIS

119-120. Railroad Engineering.—Differences between highway and railway practice affecting curves and earthwork. A. R. E. A. transition curve, frogs, switches, and crossings. Preliminary and location survey of a railway of sufficient length to secure familiarity with methods of actual practice. Paper location made with estimate of cost. Construction and maintenance of track and trackwork, economics, and operating conditions affecting location. Prerequisite, course 113-114. **5 s.h.** (E)

PROFESSOR BIRD

123-124. Hydraulic Engineering.—

(a) Hydrology—Factors affecting precipitation, evaporation from land and water surfaces; relation of precipitation to run-off; estimating run-off; floods and flood flows. Stream gauging.

(b) Public Water Supply—Quantity and quality of water required, hydraulics of wells, reservoirs, works for purification and distribution of water. Standard laboratory tests for the chemical and bacteriological examination of water.

(c) Sewerage—Sewerage systems, rainfall and storm water flow, sizes of storm and sanitary sewers, sewage disposal. Standard laboratory tests of sewage. Prerequisite, course 108. **8 s.h.** (E)

PROFESSOR HALL

131. Steel Structures—Stresses.—Roofs, parallel chord bridges under all types of loads, inclined top chord bridges, including subdivided panels, wind bracing. Prerequisite, course 8. **4 s.h.** (E)

[Not offered in 1935-1936]

PROFESSOR BIRD

132. Steel Structures—Design.—Built beams, plate girders, tension members, compression members, tension and compression members, end posts, stringers, floor beams, pins, plates, etc. Drafting. Prerequisites, courses 107 and 131. **4 s.h.** (E)

PROFESSOR BIRD

[Not offered in 1935-1936]

133. Reinforced Concrete.—Theory and design of reinforced concrete beams, slabs, columns. Prerequisite, course 107. **3 s.h.** (E)

PROFESSOR BIRD

[Offered in alternate years]

134. Masonry Structures.—Ordinary foundations, dams, retaining walls, arches, piers, abutments. Prerequisites, courses 107 and 133. **3 s.h.** (E)

PROFESSOR BIRD

[Offered in alternate years]

137-138. Seminar.—Students are required to make reports and to talk on current engineering literature or on such other topics as may be assigned. **2 s.h.** (E)

PROFESSORS BIRD AND HALL

[Offered in alternate years]

142. Engineering Geology.—An elementary course particularly arranged for civil engineering students. **3 s.h.** (E)

E.240. Indeterminate Structures.—Introductory course dealing with the application of theory of least work, deflection, and rotation to indeterminate stresses. Problems are solved analytically, graphically, and by deformeter. Prerequisites, course 131 and ability to read French or German. **3 s.h.** (E)

PROFESSOR BIRD

143-144. Projects in Civil-Mechanical Engineering.—This course may be assigned by the head of the department to certain seniors who have shown an aptitude for research in one distinct field of civil or mechanical engineering, in which case it may be substituted for certain general civil or mechanical engineering courses. **3 s.h.** (E) Either semester.

PROFESSORS BIRD, HALL, AND WILBUR

MECHANICAL ENGINEERING

79-80. Constructive Processes.—Recitation course covering general processes in foundry, forge, and machine shop. Trips to neighboring shops are made. Prerequisite, 4. Open only to mechanical engineering students. **2 s.h.** (E)

PROFESSOR WILBUR AND MR. MATHEWS

81. Mechanism.—Displacement, velocity, and acceleration diagrams. Particular attention is given to gearing, cams, trains of mechanisms, belts, and link work. Prerequisite, 4. **2 s.h.** (E)

PROFESSOR WILBUR

85. Steam Engineering.—Elementary principles of boilers, engines, turbines, and auxiliaries; properties of steam, fuels, and combustion. **2 s.h.** (E)

MR. MATHEWS

183-184. Machine Design.—Friction, lubrication, bearings, shafts, springs, pressure vessels, fastenings, gears, belting, friction clutches, and flywheels. Application of the above to proportioning parts of several complete machines. Prerequisites, courses 8, 81, and 107 (or concurrent). **6 s.h.** (E)

PROFESSOR WILBUR

187-188. Engineering Thermodynamics.—Properties and thermodynamics processes of gases and vapors; cycles; efficiencies and performances of heat engines. Prerequisites, course 85 and Math. 100. **6 s.h.** (E)

PROFESSOR WILBUR AND MR. MATHEWS

189-190. Junior Mechanical Engineering Laboratory.—Open only to mechanical engineering students. Use of steam and fuel calorimeters; gas analysis; oil testing; measurement of steam and air flow; tests on steam, oil, and internal combustion engines and boilers. (Concurrent with 187-188.) **4 s.h.** (E)

PROFESSOR WILBUR AND MR. MATHEWS

199-200. Junior Mechanical Engineering Laboratory.—Open only to civil and electrical engineering students who have elected courses 187-188. Use of steam and fuel calorimeters; gas analysis; measurement of steam and air flow; tests on steam engines and turbines, boilers and internal combustion engines. **2 s.h.** (E)

PROFESSOR WILBUR AND MR. MATHEWS

191. Power Plants.—Factors which determine the location and type of power plant including heat balance and economics, boilers, feed water treatment, prime movers, condensers, auxiliaries, and accessories. Prerequisites, Math. 100 and courses 188 and 189. **3 s.h.** (E)

MR. MATHEWS

192. Power Plant Calculations.—Selection and combination of units, reports on piping and layout of equipment from plant inspection trips. Prerequisite, course 191. **3 s.h.** (E)

PROFESSOR WILBUR

193-194. Senior Mechanical Engineering Laboratory.—Economy and efficiency tests of steam engines, turbines, boilers, power plant auxiliaries, fans, internal combustion engines, and heating and refrigerating systems according to the A. S. M. E. Power Test Codes. Heat balance and heat transfer tests. Prerequisite, course 191 concurrently. **4 s.h.** (E)

PROFESSOR WILBUR AND MR. MATHEWS

195. Heating and Ventilating.—Heat losses from buildings; design of hot air, hot water, and steam heating systems; humidifying, air conditioning, and ventilation in homes, offices, and factory buildings. **3 s.h.** (E)

PROFESSOR BIRD

196. Refrigeration.—Heat transfer and heat insulation; cooling and refrigerating systems applied to ice manufacturing and cold storage; dry ice and other refrigerants considered. Prerequisites, courses 188 and 190 or 200. **3 s.h.** (E)

MR. MATHEWS

197. Internal Combustion Engines.—Otto and Diesel engine cycles as applied to the usual types of internal combustion engines using gaseous or liquid fuels. Analytical and graphical methods applied to fluctuations

of energy, balancing of rotating parts, and regulation by governors. Prerequisites, courses 188 and 190 or 200. **3 s.h.** (E)

PROFESSOR WILBUR

198. Aeronautics.—Airfoils, parasite resistance, propellers, the complete airplane, stability, performance, dynamic loads, and equipment. Prerequisite, course 184. **3 s.h.** (E)

MR. MATHEWS

ELECTRICAL ENGINEERING

ASBURY BUILDING

PROFESSORS SCHEALER AND SEELEY; MESSRS. MEIER AND RANSON

91-92. Survey of Electrical Engineering.—A general survey course covering the entire field of electrical engineering, intended to give the electrical engineering student a general preview of the subject as a whole. Required of sophomores. Prerequisites, freshman mathematics and concurrent physics. **6 s.h.** (E)

PROFESSOR SEELEY AND STAFF

151-152. Principles of Electrical Engineering.—An elementary course consisting of lectures, recitations and laboratory covering direct and alternating currents and the fundamental principles of direct and alternating current machinery. This course serves as a general introductory course for electrical engineering students. One three-hour period in the laboratory per week is included in this course. Prerequisites, Physics 61-62, Mathematics 55, 100, and 231 (taken concurrently). **8 s.h.** (E)

PROFESSOR SEELEY AND MR. RANSON

153-154. Principles of Electrical Engineering.—An elementary course consisting of lectures, recitations, and laboratory covering the principles of direct and alternating current machinery, and their applications, designed especially for students in civil and mechanical engineering. This course includes one three-hour period in the electrical machinery laboratory per week. Prerequisite, Physics 61-62. **6 s.h.** (E)

MR. MEIER

155. Principles of Electrical Engineering: Advanced Direct-Current Machinery.—A study of the principles which underlie the design and operation of all types of direct current machinery. This course includes one three-hour period in the electrical machinery laboratory per week. Prerequisites, course 151-152 and Mathematics 55 and 100. **3 s.h.** (E)

MR. MEIER

156. Electric Railways.—A course of lectures and recitations relating to the construction, operation, and equipment of different types of electric railways. Elective. Prerequisites, courses 151-152 and 155. **3 s.h.** (E)

MR. RANSON

158. Electric-Power Stations.—A course of lectures and recitations pertaining to the design, construction, and operation of electric-power stations, both steam and hydraulic. Consideration of prime movers; generating machinery; switchboards; instruments, relays, and protective devices; operation and management; visits to neighboring plants. Prerequisites, courses 151-152 and 187-188. **3 s.h.** (E)

MR. RANSON

159. Electric-Power Transmission.—A course of lectures and recitations on the factors involved in the transmission of electrical energy over long distances and the use of hyperbolic functions in the solution of transmission line problem. Concurrent with course 257. Prerequisite, course 151-152. **3 s.h.** (E)

PROFESSOR SEELEY

257. Principles of Electrical Engineering: Advanced Alternating Currents.—The algebra of vectors and complex quantities used in electrical engineering. An advanced course in alternating currents and alternating current circuits. Prerequisites, course 151-152 and Mathematics 55, 100, and 231. **3 s.h.** (E)

MR. MEIER

258. Principles of Electrical Engineering: Advanced Alternating Current Machinery.—An advanced course consisting of lectures, recitations, and laboratory tests covering the principles underlying the construction and operation of alternating current machinery. A study of synchronous generators and motors, transformers, parallel operation of alternators, synchronous converters, polyphase induction motors, and single-phase induction, series, and repulsion motors. Prerequisite, course 257. **6 s.h.** (E)

MR. MEIER

261-262. High-Frequency Alternating Currents.—An advanced course on the principles of wire and wireless communication. A thorough study is made of the theory of coupled circuits, antenna, radiation, wave propagation over metallic circuits, nature of speech and sound, vacuum tubes, vacuum-tube circuits, wire and wireless-telephone circuits. Prerequisite, Mathematics 231. **6 s.h.** (E)

PROFESSOR SEELEY

263-264. Mathematical Analysis of Electrical Circuits.—An advanced course on the detailed mathematical analysis of certain circuits used in electrical engineering, with an introduction to the use of operational calculus as applied to electrical circuits. Elective. Prerequisites, course 151-152 and Mathematics 231. **6 s.h.** (E)

PROFESSOR SEELEY

E.265-266. Projects in Electrical Engineering.—Project work may be undertaken only by those who show special aptitude, or who have had previous experience on some problem. The consent of the head of the department must be obtained before registering. Seniors only. Elective credit. **6 s.h.** (E)

PROFESSOR SEELEY AND STAFF

REQUIRED NON-ENGINEERING SUBJECTS

1-2. General Inorganic Chemistry.—Lectures, recitations, and laboratory work on the elementary principles of chemistry and on the occurrence, preparation, properties, and uses of the elements and their compounds. It is desirable, though not required, that students taking this course shall have taken elementary physics either in high school or in college. One lecture, two recitations, and three laboratory hours, throughout the year. **8 s.h.** (W & E) STAFF

1-2. English Composition.—All freshmen are required to take Course 1 and Course 2; however, those who earn a grade of "B" or more on the work of the first semester may in the spring substitute Course 4 for Course 2.

Students in Courses 1 and 2 who fail to earn an average grade of "C" on the work of both semesters and at least a grade of "C" on the work of the spring term are required to do the work of English 53 during their sophomore year. Those who do not earn a grade of "D" during the first semester are required to repeat during the spring Course 1; if they earn a grade of "D" or more at the end of the spring semester, they receive credit for the first half-year of work, and during their sophomore year they are required to do the work of English 2. Students whose grades for both semester fall below "D" must repeat the entire course during their second year. **6 s.h.** (E & W)

ASSOCIATE PROFESSOR MITCHELL; ASSISTANT PROFESSORS PATTON, BLACKBURN, AND VANCE; MESSRS. GREGORY, WARD, SUGDEN, ANDERSON, AND FITZGERALD; MRS. WHITE

53. English Composition.—A second course in composition for sophomores. **3 s.h.** *Repeated in the second semester.* (W & E)

ASSISTANT PROFESSOR JORDAN

9-10. Engineering Mathematics.—This course, given for engineering freshmen and other students who desire to take more than 6 hours mathematics in their freshman year, includes college algebra, plane trigonometry, and plane and solid analytic geometry. **10 s.h.** (E)

ASSISTANT PROFESSOR PATTERSON

11-12. Engineering Mathematics.—This course is given for engineering freshmen who do not qualify to take mathematics 9-10. **10 s.h.** (E)

ASSISTANT PROFESSOR PATTERSON

55. Differential Calculus.—*Each semester.* **4 s.h.** (W & E)
Prerequisite, course 9-10, or 11-12, or equivalent. STAFF

100. Integral Calculus.—*Each semester.* **4 s.h.** (W & E)
Prerequisite, course 55. STAFF

231. Differential Equations.—A study of the more common types of ordinary differential equations. Primarily a problem course for engineers. **3 s.h.** (W) PROFESSOR ELLIOTT

Prerequisite, course 100.

5-6. Physics for Engineers.—A course in general physics which gives special emphasis to engineering problems. Open to sophomores who have completed trigonometry. Four hours recitation (E) and three hours laboratory. **10 s.h.** (W)

PROFESSOR HATLEY, DR. MOUZON, AND ASSISTANTS

102. Electrical Measurements.—This course is intended as a general elective for students in electrical engineering and physics. A fundamental course in electrical engineering, or course 53 is a prerequisite. One recitation and two three-hour laboratory periods per week. **3 s.h.** (W)

ASSISTANT PROFESSOR NIELSEN

RECOMMENDED ELECTIVE SUBJECTS

51-52. Principles of Economics.—This course must be taken by all students planning to elect further courses in economics and business administration. Old number 1. **6 s.h.** (W & E)

PROFESSORS HOOVER AND HAMILTON; ASSOCIATE PROFESSOR SPENGLER; ASSISTANT PROFESSORS ROBERTS AND SCOTT; DRS. DELAPLANE, NICHOL, AND SMITH; MESSRS. FARIOLETTI, GARNER, AND KEECH

103. Transportation.—Essential features, problems, and competitive positions of rail, highway, water, and air transportation. Special attention is devoted to valuation, rates, and regulation as applied to railway transportation. Collateral reading and the preparation of papers are required. *For juniors and seniors.* **3 s.h.** (W)

ASSISTANT PROFESSOR LANDON

105. Industrial Management and Business Forecasting.—A study of the organization and management of industry, with emphasis upon the business applications of the principles developed. Problems of interrelations of functions operating in the several fields of management, such as production control, personnel, and the forecasting of business conditions. *For juniors.* **3 s.h.** (W)

ASSISTANT PROFESSOR SCOTT AND MR. KEECH

115. Economic Geography.—*This course is not open to students who have received credit for Economics A.* The study of the interrelation of human activities and environmental elements. The discussion embraces location, maps and their interpretation, the major climatic regions, seasonal influences, weather, lands and their uses, soils and minerals, bodies of water, plants, animals, and the work of man as environmental factors. **3 s.h.** (E) DR. LEMERT

57-58. First-Year Accounting.—Elementary principles of single proprietorship, partnership, and corporation accounting. Supervised laboratory periods will be assigned. Old number 7. **6 s.h.** (w)

ASSISTANT PROFESSOR SHIELDS; MESSRS. BLACK, KEECH, GARNER, AND HARDIN

137-138. Business Statistics.—A year's course in elementary statistics designed principally for students of economics and business administration. The material is also of interest to those specializing in Engineering, forestry, political science, sociology, and other subjects. The first term is devoted to a study of statistical methods; the second term, to application of these methods. Very little algebra and no higher mathematics are required. *For juniors and seniors.* **6 s.h.** (w)

DRS. NICHOL AND SMITH

181-182. Business Law.—The fundamental principles of law as applied to common business transactions. The topics presented are: contracts, agency, bailments, sales, negotiable instruments, partnership, corporations, and bankruptcy. Textbook: Bays, *Business Law.* Casebook: Bays, *Cases on Commercial Law.* Required of seniors in the Business Administration Group. Old number 178. **6 s.h.** (w)

ASSISTANT PROFESSOR TOWE

101-102. American Government and Politics.—A study of the American political system, the subject matter of which includes the organization and functioning of national, state, and local governments in the United States. Open to sophomores by special permission. **6 s.h.** (w & e)

PROFESSORS WILSON AND RANKIN, AND MESSRS. SIMPSON AND GIBSON

164. Railroad Legislation in the United States.—A study of powers, activities and the interrelationship of regulatory bodies, state and federal, as evidenced in legislation, administrative functioning and judicial interpretation. **3 s.h.** (w) PROFESSOR WILSON

294. Municipal Government and Administration.—A study of the general problems related to the structural system and activities of municipalities in the United States. Special reference is made to the problems of municipal government in North Carolina. **3 s.h.** (w)

PROFESSOR RANKIN

Special permission of the instructors must be obtained before registering in courses 164 and 294.

151. Public Speaking.—A course in the fundamentals of public speaking with emphasis upon the effective presentation of ideas. **3 s.h.** (w)

MR. HERRING

152. Argumentation.—A course dealing with the principles of argumentation and debating with special emphasis upon brief-making and practice-speaking. Public questions are studied as parallel work. **3 s.h.** (w)

MR. HERRING

53. General Bacteriology.—Laboratory and lectures. **4 s.h.** (w)

PROFESSOR WOLF

FEES AND EXPENSES

The following tables show the general fees and charges collected from all students and the special fees collected from those taking courses in the sciences and in history. All fees for each semester are due and payable, unless otherwise specified, at the time of registration at the beginning of that semester, and no student is admitted to classes until arrangements have been made with the Treasurer of the University for the settlement of fees.

GENERAL FEES

Matriculation, per semester	$ 25.00
Tuition, per semester	100.00
Room rent—See the detailed statement that follows.	
Athletic fee, admitting students to all athletic contests held on the University grounds, per semester	5.00
Damage fee, payable annually at the time of first registration	1.00
Medical fee, per semester	5.00
Library fee, per semester	5.00
Commencement fee, payable annually at the beginning of the second semester	3.00
Publication fee:	
First semester	2.50
Second semester	3.00
Diploma fee, payable by candidates for degrees at the beginning of the second semester, refunded if the diploma is not awarded	5.00

LABORATORY AND MATERIALS FEES

Botany 1, 2, 52, 103, 154, 156, 202, 211, 212, 213, 214, 221, 223, 224, 254, and 256	$2.50
Botany 51, 53, 151, 251, and 252	5.00
Botany 101, 102, 111, and 112	2.00
Botany 201	4.00
Chemistry 1, 2, 21, 30, 41, 261, 262, 215, 216, 231, 232, 240, and 260	7.00
Chemistry 151, 152, 241, 244, 253, 254, and 256	8.50
Education 1	1.00
Education 54, 58, 68, and 101 (See note under history below.)	2.00
Education 115 and 116	7.50
Education 208 (for testing materials in lieu of text)	2.50

Engineering
Civil 10 and 110—See Summer School bulletin.
Civil 11, 107, 111, 112, 113, 114, 117, 118, 119, 123, 124, and 240..$2.00
Electrical 151, 152, 153, 154, 155, 258, 261, and 262..... 2.00
Mechanical 79, 189, 190, 193, 194, 199 and 200..... 2.50
Forestry 154 and 254..... 2.50
History 91 and 92..... 3.00
No texts are required in these courses, but a fee of three dollars is charged, and books are placed in the library for the use of those taking the courses. This fee is payable at the beginning of the semester and is collected through the office of the Treasurer of the University.
Physics, all courses..... 2.00
Zoölogy 1 and 2..... 3.50
Zoölogy 53, 151, 153, 156, and 321..... 5.00
Zoölogy, all other advanced laboratory courses..... 3.00

ESTIMATED EXPENSES FOR AN ACADEMIC YEAR

The necessary expenses of a student are moderate; the University dormitories provide thoroughly comfortable and wholesome living conditions at a minimum of cost, while all charges made by the University have been kept low. Incidental expenses depend naturally upon the tastes and habits of the individual, but the actual necessary college expenses for one year, including board, room rent, and such University fees as tuition, matriculation, commencement, library, damage, and medical, vary from $574.50 to $639.50. Books and laundry are not included in these figures.

The athletic and publication fees, also included in the above figures, while not essentially University fees, are at the request of the students collected by the Treasurer of the University as designated above. The proceeds of these fees are turned over to these distinct and separate student activities. The athletic fee entitling the holder to admission to all athletic contests held on the University grounds is collected from all regularly enrolled students. The publication fee pays for a blanket subscription to the semi-weekly student newspaper, the monthly student magazine, and the student yearbook. With all undergraduates this charge is compulsory, but in the case of graduate students it is optional.

DORMITORIES

The regular fee for room rent in the Southgate Building, set aside for engineering students, is $50.00 per semester (two in room).

Rooms in Epworth Hall, East Campus, are open to men students for a rental of $30.00 per student, per semester.

For cost of rooms in other dormitories and the regulations about rooms, consult the *Bulletin of Undergraduate Instruction*.

BOARDING ACCOMMODATIONS

It is the policy of the University to furnish board to its students at actual cost. Charges for board will not exceed $25.00 per month.

LAWS REGULATING PAYMENTS

The Executive Committee of the Trustees of Duke University has enacted the following regulations, which govern the payment of all fees due the University:

1. The President and the Treasurer of the University have no authority to suspend, or in any way alter, these regulations.
2. Matriculation and tuition fees are never refunded.
3. Any student who has failed to pay his bills on the dates advertised in the catalogue is denied the right to attend classes until his account is settled in full.
4. No student is considered by the Faculty as an applicant for graduation until he has settled with the Treasurer for all of his indebtedness to the University.
5. No student who has not settled all his bills with the Treasurer of the University is allowed to stand the mid-year or final examinations of the academic year.

When a student wishes his bills sent to his parent or guardian, the student or his parent or guardian must so notify the Treasurer of the University in writing in due time, but this in no way releases the student from liability to established penalties if his bills are not paid on the dates advertised.

TRANSCRIPTS

Students desiring to transfer from Duke University to another institution are entitled to one transcript of their record. A charge of one dollar is made for each additional copy.

BULLETIN
OF
DUKE UNIVERSITY

Vol. 7 MAY, 1935 No. 5

THE GRADUATE SCHOOL OF ARTS AND SCIENCES

1934-1935

ANNOUNCEMENTS FOR 1935-1936

PUBLISHED BY DUKE UNIVERSITY
IN JANUARY, FEBRUARY, MARCH, APRIL, MAY, AND JUNE
ENTERED AS SECOND CLASS MATTER MARCH 25, 1929, AT THE POST OFFICE
AT DURHAM, N. C., UNDER ACT OF AUGUST 24, 1912

ANNUAL CATALOGUES AND BULLETINS

For General Bulletin of Duke University, apply to *The Secretary,* Duke University, Durham, N. C.

For Bulletin of Undergraduate Instruction, apply to *The Secretary,* Duke University, Durham, N. C.

For Bulletin of The Graduate School of Arts and Sciences, apply to *The Dean of the Graduate School,* Duke University, Durham, N. C.

For Bulletin of The Departments of Engineering, apply to *The Secretary,* Duke University, Durham, N. C.

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For Bulletin of The Summer Schools, apply to *The Director of the Summer Schools,* Duke University, Durham, N. C.

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BULLETIN
OF
DUKE UNIVERSITY

THE GRADUATE SCHOOL
OF ARTS AND SCIENCES

1934-1935
ANNOUNCEMENTS FOR 1935-1936

DURHAM, NORTH CAROLINA
1935

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UNIVERSITY CALENDAR

1935

June 6. Thursday—Registration of students for Summer School, first term.

June 7. Friday—Instruction begins for Summer School, first term.

June 27. Thursday—Registration of students for Summer School, middle term.

June 28. Friday—Instruction begins for Summer School, middle term.

July 4. Thursday—Independence Day. A holiday.

July 17-18. Wednesday, Thursday—Final examinations for Summer School, first term.

July 19. Friday—Registration of students for Summer School, second term.

July 20. Saturday—Instruction begins for Summer School, third term.

Aug. 29-30. Thursday, Friday—Final examinations for Summer School, third term.

Sept. 18. Wednesday—11:00 A.M. Formal opening of the college; registration of matriculated students.

Sept. 19. Thursday—Instruction for Sophomores, Juniors, and Seniors begins.

Sept. 19. Thursday—9:00 A.M.-1:00 P.M., 2:30 P.M.-4:00 P.M.; Friday, 9:00 A.M.-1:00 P.M., 2:30 P.M.-5:00 P.M.; Saturday, 9:00 A.M.-1:00 P.M., registration of graduate students.

Oct. 15. Tuesday—Last day for submitting thesis subjects for the degree of Doctor of Philosophy.

Nov. 4-9. French examinations for candidates for graduate degrees.

Nov. 11. Monday—Armistice Day.

Nov. 11-16. German examinations for candidates for graduate degrees.

Nov. 15. Friday—Last day for submitting thesis subjects for degree of Master of Arts and Master of Education.

Nov. 28. Thursday—Thanksgiving Day. A holiday.

Dec. 11. Wednesday—Duke University Day.

Dec. 20. Friday—1:00 P.M. Christmas Recess begins.

1936

Jan.	3.	Friday—8:20 A.M. Instruction is resumed.
Jan.	10-17.	Reading period.
Jan.	18.	Saturday—Mid-year examinations begin.
Jan.	27-29.	Registration of graduate students for second semester.
Jan.	30.	Thursday—Second semester begins.
Feb.	22.	Saturday—A holiday.
March	2-7.	French examinations for candidates for graduate degrees.
March	9-14.	German examinations for candidates for graduate degrees.
March	16.	Monday—Last day for applying for University fellowships, graduate assistantships, and graduate scholarships.
March	25.	Wednesday, 1:00 P.M.—Spring vacation begins.
April	1.	Wednesday, 8:20 A.M.—Instruction is resumed.
May	1.	Friday—Last day for submitting theses for degree of Doctor of Philosophy.
May	4-18.	Reading period.
May	15.	Friday—Last day for submitting theses for degree of Master of Arts.
May	25.	Monday—Final examinations begin.
June	6.	Saturday—Commencement opens; Senior Class Day; Meeting of the Board of Trustees.
June	7.	Sunday—President's address to Graduating Class.
June	8.	Monday—Commencement Address; Alumni-Alumnae Luncheon; Graduating Exercises; Lowering of the Flag by the Graduating Class.

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ALBAN GREGORY WIDGERY, B.A., M.A.

* On leave, spring, 1935.
** For spring semester, 1935.

INSTRUCTIONAL STAFF

The date denotes the first year of service.

ADAMS, DONALD KEITH, (1931) A.B., M.A., Ph.D.
Assistant Professor of Psychology Cornwallis Road

ADDOMS, RUTH MARGERY, (1930) B.A., M.A., Ph.D.
Assistant Professor of Botany 214 Faculty Apartments, East Campus

ANDERSON, ANDREW RUNNI, (1929) A.B., Ph.D.
Professor of Latin 2404 Club Boulevard

BAUM, PAULL FRANKLIN, (1922) A.B., A.M., Ph.D.
Professor of English 103 Faculty Apartments, East Campus

BERNHEIM, FREDERICK, (1930) A.B., Ph.D.
Associate Professor of Physiology and Pharmacology
Woodridge Drive, Rockwood

BERNHEIM, MARY LILAS CHRISTIAN, MRS., (1930) B.A., M.A., Ph.D.
Assistant Professor of Biochemistry Woodridge Drive, Rockwood

BIGELOW, LUCIUS AURELIUS, (1929) S.B., Ph.D.
Assistant Professor of Chemistry 1001 Lamond Avenue

BLACK, MARTIN LEE, JR., (1930) A.B., M.B.A., C.P.A.
Instructor in Accounting 612 Club Boulevard

BLOMQUIST, HUGO LEANDER, (1920) B.S., Ph.D. 1305 B Street
Professor of Botany

BOYD, WILLIAM KENNETH, (1906) A.B., A.M., Ph.D.
Professor of History Hope Valley

BRANSCOMB, BENNETT HARVIE, (1925) A.B., B.A., M.A., Ph.D.
Professor of New Testament Language and Literature
Chelsea Circle, Hope Valley

BROWN, FRANCES, (1931) A.B., Ph.D. 1113 Alabama Avenue
Instructor in Chemistry

BROWN, FRANK CLYDE, (1909) A.B., A.M., Ph.D. 410 Buchanan Road
Professor of English

BROWNELL, WILLIAM ARTHUR, (1930) A.B., A.M., Ph.D. Hope Valley
Professor of Educational Psychology

CANNON, JAMES, III, (1919) A.B., A.M., Th.B., Th.M.
Ivey Professor of History of Religion and Missions
Chelsea Circle, Hope Valley

CARLITZ, LEONARD, (1932) A.B., Ph.D. 6 Bickett Apartments
Assistant Professor of Mathematics

CARR, JOHN WINDER, JR., (1926) A.B., A.M., Ph.D.
Associate Professor of Education 926 Monmouth Avenue

CARROLL, EBER MALCOLM, (1923) A.B., A.M., Ph.D.
Associate Professor of History — Faculty Club, East Campus

CHILDS, BENJAMIN GUY, (1924) A.B., A.M.
Professor of Education — 1019 W. Markham Avenue

CLARK, KENNETH WILLIS, (1931) A.B., B.D., Ph.D.
Instructor in New Testament Language and Literature — 11 Bickett Apartments

COILE, THEODORE S., B.S.E.
Instructor in Forestry — Duke University

CONSTANT, FRANK WOODBRIDGE, (1930) B.S., Ph.D.
Assistant Professor of Physics — 2320 Club Boulevard

COWPER, FREDERICK AUGUSTUS GRANT, (1918) A.B., A.M., Ph.D.
Professor of Romance Languages — 1017 Dacian Avenue

CRANFORD, WILLIAM IVEY, (1891) A.B., Ph.D. — 708 Buchanan Road
Carr Professor of Philosophy

CUNNINGHAM, BERT, (1916) B.S., M.S., A.M., Ph.D.
Professor of Biology — 1200 College Road

DALE, JULIA, (1930) A.B., A.M., Ph.D. — 300 Monmouth Avenue
Assistant Professor of Mathematics

DANN, WILLIAM JOHN, Ph.D. — Duke University
Assistant Professor of Physiology

EADIE, GEORGE SHARP, (1930) M.A., M.B., Ph.D. — Hope Valley
Professor of Physiology and Pharmacology

EASLEY, HOWARD, (1930) A.B., M.A., Ph.D. — Legion Avenue
Assistant Professor of Education

EDWARDS, CHARLES WILLIAM, (1898) A.B., A.M., M.S.
Professor of Physics — 406 Buchanan Road

ELLIOTT, WILLIAM WHITFIELD, (1925) B.A., M.A., Ph.D.
Professor of Mathematics — Faculty Club, East Campus

ELLWOOD, CHARLES ABRAM, (1930) Ph.B., Ph.D., LL.D.
Professor of Sociology — Pinecrest Road

GARBER, PAUL NEFF, (1924) A.B., A.M., Ph.D. — West Campus
Professor of Church History

GATES, ARTHUR MATHEWS, (1909) A.B., A.M., Ph.D.
Assistant Professor of Latin — 1030 W. Trinity Avenue

GILBERT, ALLAN, (1920) B.A., A.M., Ph.D. — 516 Carolina Circle
Professor of English

GILBERT, KATHERINE EVERETT, (1930) A.B., A.M., Ph.D.
Professor of Philosophy — 516 Carolina Circle

GLASSON, WILLIAM HENRY, (1902) Ph.B., Ph.D. — 710 Buchanan Road
Professor of Political Economy and Social Science

GOHDES, CLARENCE, (1930) A.B., A.M., Ph.D.
Associate Professor of English 1104 Watts Street

GRAY, IRVING EMERY, (1930) B.S., M.S., Ph.D. 2321 Club Boulevard
Assistant Professor of Zoölogy

GREENE, WALTER KIRKLAND, (1928) A.B., A.M., Ph.D. West Campus
Professor of English

GROSS, PAUL MAGNUS, (1919), B.S., A.M., Ph.D. Hope Valley
William Howell Pegram Professor of Chemistry

HALL, FRANK GREGORY, (1926) A.B., A.M., Ph.D.
Professor of Zoölogy 911 Markham Avenue

HAMILTON, EARL JEFFERSON, (1927) B.S., A.M., Ph.D.
Professor of Economics 1015 Demerius Street

HARGITT, GEORGE THOMAS, (1930) Ph.B., A.M., Ph.D.
Professor of Zoölogy 811 Watts Street

HATLEY, CHARLES CLEVELAND, (1917) A.B., A.M., Ph.D.
Professor of Physics 708 Buchanan Road

HAUSER, CHARLES ROY, (1929) B.S., M.S., Ph.D.
Instructor in Chemistry 2119 Club Boulevard

HETHERINGTON, DUNCAN CHARTERIS, (1930) A.B., M.A., Ph.D., M.D.
Associate Professor of Anatomy Hope Valley

HICKMAN, FRANKLIN SIMPSON, (1927) A.B., A.M., S.T.B., Ph.D.
Professor of Psychology of Religion Buchanan Road

HICKSON, ARTHUR OWEN, (1929) A.B., A.M., Ph.D.
Assistant Professor of Mathematics Nation Avenue

HILL, DOUGLAS, (1931) A.B., M.A., Ph.D.
Instructor in Chemistry Woodridge Drive, Rockwood

HOLTON, HOLLAND, (1912) A.B., J.D. 809 Watts Street
Professor of History and Science of Education

*HOOVER, CALVIN BRYCE, (1925) A.B., Ph.D. 924 Urban Avenue
Professor of Economics

HOPKINS, DWIGHT LUCIAN, (1928) B.S., M.S., Ph.D.
Assistant Professor of Zoölogy 922 Demarius Street

HUBBELL, JAY BROADUS, (1927) A.B., A.M., Ph.D. Pinecrest Road
Professor of English

JENSEN, HOWARD EIKENBERRY, (1931) A.B., A.M., B.D., Ph.D.
Professor of Sociology 1516 Hermitage Court

JORDAN, BRADY RIMBEY, (1927) Litt.B., Ph.D. Pinecrest Road
Professor of Romance Languages

KORSTIAN, CLARENCE FERDINAND, (1930) B.S.F., M.F., M.A., Ph.D.
Professor of Silviculture 908 West Markham Avenue

* On leave, 1934-1935.

KRAMER, PAUL JACKSON, (1931) A.B., M.Sc., Ph.D.
Instructor in Botany 1011 Monmouth Avenue

KRUMMEL, CHARLES ALBERT, (1922) Ph.B., Ph.M., Ph.D.
Professor of German 2118 Englewood Avenue

LANNING, JOHN TATE, (1927) A.B., A.M., Ph.D.
Instructor in History Ambassador Apartments

LAPRADE, WILLIAM THOMAS, (1909) A.B., Ph.D.
Professor of History 1108 Monmouth Avenue

LUNDEBERG, OLAV, (1931) A.B., A.M., Ph.D. 204 Markham Avenue
Associate Professor of Romance Languages

LUNDHOLM, HELGE, (1930) Ph.D. Rollins Apartments
Associate Professor of Psychology

MANCHESTER, ALAN KREBS, (1929) A.B., A.M., Ph.D.
Instructor in History West Campus

MAUGHAN, WILLIAM, (1931) B.S., M.F. 2307 Club Boulevard
Assistant Professor of Forestry

*MCDOUGALL, WILLIAM, (1927) B.A., M.A., M.B., D.Sc., Litt.D.
Professor of Psychology Faculty Club, East Campus

METCALF, ZENO PAYNE, D.Sc. Raleigh, N. C.
Visiting Professor of Zoölogy

MILES, EDWARD ROY CECIL, (1929) B.S., M.A., Ph.D.
Assistant Professor of Mathematics
118 Faculty Apartments, East Campus

MOUZON, JAMES CARLISLE, (1932) B.A., Ph.D.
Instructor in Physics 2017 Wa-Wa Avenue

MYERS, HIRAM EARL, (1926) A.B., S.T.B., S.T.M.
Professor of Biblical Literature 1015 Watts Street

NELSON, ERNEST WILLIAM, (1926) A.B., A.M., Ph.D.
Assistant Professor of History 2032 Club Boulevard

NIELSEN, WALTER MCKINLEY, (1925) B.S., Ph.D.
Assistant Professor of Physics 1407 Virginia Avenue

OOSTING, HENRY JOHN, (1932) A.B., M.S., Ph.D.
Instructor in Botany 1013 Rose Hill Avenue

ORMOND, JESSE MARVIN, (1923) A.B., B.D. 301 Watts Street
Professor of Practical Theology

PEARSE, ARTHUR SPERRY, (1926) B.S., A.M., Ph.D.
Professor of Zoölogy Chelsea Circle, Hope Valley

PEPPLER, CHARLES WILLIAM, (1912) A.B., Ph.D. 406 Buchanan Road
Professor of Greek

PERLZWEIG, WILLIAM ALEXANDER, (1930) B.S., A.M., Ph.D.
Professor of Biochemistry Hope Valley

* On leave, spring, 1935.

PERRY, HAROLD SANFORD, (1932) B.S., Ph.D.
Instructor in Botany 1315 Sixth Street

PROCTOR, ARTHUR MARCUS, (1923) A.B., A.M., Ph.D. West Campus
Professor of Education

RANKIN, ROBERT STANLEY, (1927) A.B., A.M., Ph.D.
Professor of Political Science Manchester Apartments

RANKIN, WILLIAM WALTER, JR., (1926) B.E., M.A.
Professor of Mathematics 1011 Gloria Avenue

RATCHFORD, BENJAMIN ULYSSES, (1928) A.B., A.M., Ph.D.
Instructor in Economics 2030 Englewood Avenue

RHINE, JOSEPH BANKS, (1927) B.S., M.S., Ph.D. Nation Avenue
Associate Professor of Psychology

RIPPY, J. FRED, (1926) A.B., A.M., Ph.D. Forest Hills
Professor of History

ROBERTS, CHRISTOPHER, (1929), B.S., A.M., Ph.D.
Assistant Professor of Economics
116 Faculty Apartments, East Campus

ROBERTS, JOHN H., (1931) A.B., Ph.D. 1011 Rose Hill Avenue
Assistant Professor of Mathematics

ROSBOROUGH, RUSKIN RAYMOND, (1925) A.B., A.M., Ph.D., Docteur en philologie classique, Louvain
Professor of Latin Faculty Club, East Campus

ROWE, GILBERT THEODORE, (1928) A.B., D.D., Litt.D. Pinecrest Road
Professor of Christian Doctrine

RUSSELL, ELBERT, (1926) A.B., A.M., Ph.D. 811 Vickers Avenue
Professor of Biblical Interpretation

SAYLOR, JOHN HENRY, (1928) A.B., A.M., Ph.D. 1604 B Street
Instructor in Chemistry

SCHEALER, SAMUEL RAYMOND, (1927) E.E., M.S.
Professor of Electrical Engineering Chelsea Circle, Hope Valley

SCOTT, KARL MYRON, (1934) A.B., M.Sc., Ph.D. 911 Green Street
Assistant Professor of Economics

SEELEY, WALTER JAMES, (1925) E.E., M.S. 1005 Urban Avenue
Professor of Electrical Engineering

SHRYOCK, RICHARD HARRISON, (1925) B.S., Ph.D.
Professor of History 1107 Watts Street

SMITH, HILRIE SHELTON, (1931) A.B., Ph.D., D.D.
Professor of Religious Education 1523 Hermitage Court

SPENCE, HERSEY EVERETT, (1918) A.B., A.M., B.D. Hope Valley
Professor of Biblical Literature and Religious Education

SPENGLER, JOSEPH JOHN, (1934) A.B., M.A., Ph.D.
Associate Professor of Economics 1601 Lakewood Avenue

STERN, WILLIAM, Ph.D., LL.D. 305 Faculty Apartments, East Campus
Visiting Professor of Psychology

SWETT, FRANCIS HUNTINGTON, (1930) A.B., M.A., Ph.D. Hope Valley
Professor of Anatomy

TAYLOR, HAYWOOD MAURICE, (1930) B.S., M.S., Ph.D.
Assistant Professor of Biochemistry and Toxicology
University Drive, Rockwood

THOMAS, JOSEPH MILLER, (1930) A.B., Ph.D.
Professor of Mathematics House G, 107, West Campus

THOMPSON, EDGAR TRISTRAM, (1935) A.B., A.M., Ph.D.
Assistant Professor of Sociology Duke University

VOLLMER, CLEMENT, (1926) A.B., A.M., Ph.D. West Campus
Professor of German

VOSBURGH, WARREN CHASE, (1928) B.S., M.S., Ph.D.
Associate Professor of Chemistry 2319 Englewood Avenue

WALTON, LORING BAKER, (1929) Lic. ès L. 2411 Club Boulevard
Assistant Professor of Romance Languages

WANNAMAKER, WILLIAM HANE, (1904) A.B., A.M., Litt.D.
Professor of German West Campus

WAY, VERNON ELGIN, (1930) A.B., A.M., M.A.
Assistant Professor of Greek 1013 Gregson Street

WEBB, ALBERT MICAJAH, (1903) A.B., A.M. 1017 Trinity Avenue
Professor of Romance Languages

WHITE, NEWMAN IVEY, (1919) A.B., A.M., Ph.D.
Professor of English Chelsea Circle, Hope Valley

WIDGERY, ALBAN GREGORY, (1930) B.A., M.A. Pinecrest Road
Professor of Philosophy

WILSON, ROBERT NORTH, (1910) A.B., M.S. 822 Third Street
Professor of Chemistry

WILSON, ROBERT RENBERT, (1925) A.B., A.M., Ph.D.
Professor of Political Science 216 Forest Wood Drive

WOLF, FREDERICK ADOLPHUS, (1927) A.B., A.M., Ph.D.
Professor of Botany 924 Urban Avenue

ZENER, KARL EDWARD, (1928) A.B., A.M., Ph.D. 416 Carolina Circle
Assistant Professor of Psychology

FELLOWS AND GRADUATE ASSISTANTS

HONORARY FELLOW

Opp, Carl Joseph Biochemistry 1025 Gloria Ave.
A.B., Miami; A.M., Ph.D., University of Cincinnati

INDUSTRIAL RESEARCH FELLOWS

Darkis, Frederick Randolph — Chemistry — 2114 Club Blvd.
B.S., M.S., Ph.D., University of Maryland

Dixon, Lawrence F. — Chemistry — 916 Monmouth Ave.
A.B., Trinity College

McLean, Ruth — Chemistry — 1022 Monmouth Ave.
A.B., Woman's College of the University of North Carolina

Baisden, Louis A. — Chemistry — C-06
B.S., Alabama Polytechnic Institute

UNIVERSITY FELLOWS

Bennett, Walter Hartwell — Political Science — 1000 Lamond Ave.
A.B., University of Richmond

Bloom, Leonard — Sociology — 307 House B
B.S., A.M., Boston University

Brandt, Bartholomew Brandner — Zoölogy — 1012 Alabama Ave.
B.S., Mississippi State; A.M., Duke

Brody, Leon — Education — 1214 Sixth St.
A.B., M.S., College of the City of New York

Bryan, Jack Yeaman — Philosophy — 1811 Chapel Hill Rd.
A.B., A.M., University of Arizona

Carney, James Joseph, Jr. — Economics — 302 Southgate
A.B., A.M., Harvard

Cleaves, Alden Parker — Physics — 204 House C
A.B., A.M., Boston University

Comer, David Blaine, III — English — 203 House C
A.B., A.M., Tulane

Davis, Charles Shepard — History — 121 Epworth
B.S., M.S., Alabama Polytechnic Institute

Dearborn, Donald Curtis — Mathematics — 1012 Urban Ave.
A.B., Hastings; A.M., University of Nebraska

Drew, Fraser Bragg — Latin — Myrtle Drive
A.B., University of Vermont

Farioletti, Marius — Economics — 1007 Lakewood Ave.
B.B.A., University of Chattanooga; A.M., Oberlin

Hardin, Rector Roemilt — Economics — 1700 Duke Univ. Rd.
A.B., Berea; A.M., Duke

Harkema, Reinard — Zoölogy — 204 Watts St.
A.B., Calvin

Harwell, George Corbin — English — 900 Dacian Ave.
A.B., A.M., Duke

Heckman, Oliver Saxon — History — 1001 Watts St.
A.B., Lebanon Valley; A.M., University of Illinois

Hobbs, Marcus Edwin — Chemistry — 01 House V
A.B., A.M., Duke

Kates, Kenneth Casper — Zoölogy — 204 Watts St.
A.B., St. Stephen's; A.M., Duke

Luthin, Reinhard Henry — History — 206 House C
A.B., A.M., Columbia

McCain, William David — History — 611 Watts St.
B.S., Mississippi Delta State Teachers College; A.M., University of Mississippi

Martin, Willard Edgar, Jr. — English — 718 Vickers Ave.
A.B., Boston; A.M., Harvard

Miller, William Taylor, Jr. — Chemistry — 05 House W
A.B., Duke

Rose, Jesse Lee — Greek — 804 Third St.
A.B., College of Charleston; A.M., Duke

Whitenfish, Abe Irving — Chemistry — 04 House C
B.S., University of Richmond; A.M., Duke

Wynne, Robert Baker — English — 1026 Monmouth Ave.
A.B., A.M., College of William and Mary

GRADUATE ASSISTANTS

Altland, Paul Daniel, Jr. — Zoölogy — 204 Watts St.
B.S., Gettysburg

Andrews, Henry Lucian — Sociology — 2105 Club Blvd.
A.B., A.M., Duke

Bates, Roger Gordon — Chemistry — 107 House H
B.S., Massachusetts State College

Billings, William Dwight — Botany — 302 House X
A.B., Butler

Clarkson, Helen Elizabeth — Mathematics — 1030 W. Trinity Ave.
B.S., Creighton

Crain, Stephen Dodge — Political Science — 103 House C
A.B., A.M., Indiana

Culbreth, Sarah Elizabeth — Zoölogy — 304 Aycock
A.B., Duke

Doering, John Frederick — English — 206 Watts St.
A.B., University of Western Ontario

Dusseau, John LaFontaine — English — 2100 Englewood Ave.
A.B., Haverford

*Eckard, Edwin Woodrow A.B., Marshall; A.M., Duke	Economics	103 House A
Eggers, Graydon Poe A.B., Carson-Newman; A.M., Duke	English	203 House B
Eidson, John Olin A.B., Wofford; A.M., Vanderbilt	English	108 House B
Flinn, Lawrence A.B., University of North Carolina; A.M., Duke	Philosophy	3 The Glen Chapel Hill, N. C.
Foerster, Alma Pauline A.B., Holyoke; A.M., Smith	History	207 Aycock
Garner, Samuel Paul A.B., A.M., Duke	Economics	2109 Chapel Hill Rd.
†George, Theodore Samuel B.S., Grove City	Mathematics	1012 Urban Ave.
Graff, Harry A.B., A.M., University of Cincinnati	English	2323 Englewood Ave.
Hamilton, William Baskerville, Jr. A.B., A.M., University of Mississippi	History	121 Epworth
Hard, Walter Leon A.B., Albion	Zoölogy	204 Watts St.
Hendrixson, Philip Roe A.B., Grinnell	Chemistry	306 House C
Hiatt, Edwin Peele A.B., Wilmington; A.M., Haverford	Zoölogy	204 Watts St.
Hoban, Charles Francis, Jr. Ph.B., Dickinson; A.M., Duke	Education	Cornwallis Road
Jacokes, James Warner, Jr. B.S., Union	Chemistry	04 House C
Jaffe, David A.B., Duke	English	704 Roxboro St.
Jordan, Thomas Earl B.S., Atlantic University; M.S., University of Richmond	Chemistry	306 House C
Levin, Jacob A.B., Duke	Economics	309 Canal St.
McCallie, Robert Lewis A.B., Davidson	English	103 House B
MacColl, Sylvia Hazelton A.B., A.M., Smith	Psychology	1100 Ninth St.
McCord, William Fletcher A.B., Mercer	Psychology	1104 Watts St.

* A.M. to be conferred June, 1935.
† Appointed February 1, 1935.

McCurdy, Harold Grier — Psychology — 403 Cook St.
A.B., Duke

McCutcheon, Frederick Harold — Zoölogy — 819 Third St.
B.S., M.S., North Dakota State College

McManus, Mary Idolene — Zoölogy — 211 Aycock
A.B., Coker; A.M., University of South Carolina

Markham, Eleanor Mallory — Mathematics — 204 N. Dillard St.
A.B., Duke

Martin, Stuart Thompson, Jr. — Physics — 1100 Ninth St.
B.S., Massachusetts Institute of Technology

*Oliver, Henry Madison, Jr. — Economics — 1506 Duke Univ. Rd.
A.B., Southwestern

Parker, Enid Rifner — Latin — 104 Aycock
A.B., University of Chattanooga; A.M., Duke

Parler, Mary Celestia — English — 1023 Gloria Ave.
A.B., Winthrop; A.M., University of Wisconsin

Pratt, Joseph Gaither — Psychology — 409 Cook St.
A.B., A.M., Duke

Rankin, John Stewart, Jr. — Zoölogy — 216 Epworth
A.B., A.M., Wesleyan

Reed, John Frederick — Botany — 2003 Club Blvd.
A.B., Dartmouth

Reed, Mildred Gant Stites — Botany — 2003 Club Blvd.
A.B., Duke

Riddick, Floyd Millard — Political Science — 611 Watts St.
A.B., Duke; A.M., Vanderbilt

Rintelen, Joseph Charles, Jr. — Chemistry — 2110 Erwin Road
B.S., Brooklyn Polytechnic Institute; M.S., Cornell

Root, Paul Adelbert — Sociology — 306 House B
A.B., Asbury; B.D., Duke

Sigmon, Hugh William — Chemistry — 1116 Burch Ave.
A.B., Lenoir Rhyne; M.S., North Carolina State

Spangler, Helen Virginia — Botany — 205 Aycock
A.B., M.S., West Virginia

Stuart, Charles Edward — Psychology — 403 Cook St.
A.B., Duke

Tiffin, Marguerite Emma — Zoölogy — 205 Aycock
B.S., University of Washington; M.S., University of Colorado

Trawick, Sarah Catherine — English — 104 Aycock
A.B., Converse

* Appointed February 1, 1935.

Watson, Karl Brantley, Jr. B.S., A.B., University of Chattanooga	Education	1012 Urban Ave.
White, Gladys Ruth A.B., A.M., Duke	Physics	1623 Erwin Road
**Winton, Lowell Sheridan B.S., Grove City; A.M., Oberlin	Mathematics	1012 Urban Ave.
Zimmerman, Carroll Louis A.B., Miami	Physics	204 House C
Zirkle, George A.B., Tusculum; A.M., Duke	Psychology	818 Sixth St.

GRADUATE SCHOLARS

Askew, William Clarence A.B., Mercer; A.M., Duke	History	06 House C
Barnes, Annette A.B., Duke	French	1507 Duke Univ. Rd.
*Barnwell, Robert Woodward, Jr. A.B., A.M., University of South Carolina	History	611 Watts St.
Beck, Lewis White A.B., Emory	Philosophy	403 Cook St.
Bishop, Maurice Fugh A.B., Birmingham-Southern	Political Science	108 House B
**Boreman, John George A.B., Duke	Physics	303 House B
Cash, Rosanelle A.B., Duke	French	209 Aycock
Clayton, William Joseph A.B., Southeastern Teachers College	Chemistry	819 Third St.
Dale, William Pratt, II A.B., A.M., Duke	History	300 Monmouth Ave.
**Day, Lyndon Robert A.B., Washburn	Economics	1700 Duke Univ. Rd.
DeMond, Robert Orley A.B., A.M., Syracuse	History	1700 Lakewood Ave.
**Dorsett, Henry Grady, Jr. B.S., Wake Forest	Physics	1602 Lakewood Ave.
Duncan, Wilbur Howard A.B., A.M., Indiana	Botany	206 House C
Gardner, Eugene Elmore A.B., Furman; A.M., University of Chicago	French	719 Chapel Hill St.

** Resigned February 1, 1935.
* Appointed February 1, 1935.

Hall, Arthur Ryker A.B., A.M., University of Oklahoma	History	514 McMannen
*Harrison, Charles William A.B., Davidson; A.M., Duke	History	106 House C
Hopkins, John Isaac B.S., Duke	Physics	922 Demerius St.
Jester, Harold Thomas A.B., Furman	Greek	105 House C
Klemm, Frederick Alvin A.B., Dickinson	German	301 House A
Morgan, Jasper Eugene B.S., Wake Forest; A.M., Duke	Physics	Box 4687, Duke Station
Reichenberg, Wally Teachers College, Austria; A.M., Boston	Psychology	Duke University
Roberts, Beatrice Thelma A.B., Woman's College of the University of North Carolina	Mathematics	308 Aycock
Rundlett, Thurman Learoyd A.B., Colgate	Physics	102 House C
Stirewalt, Martin Luther, Jr. A.B., Lenoir Rhyne	Greek	1000 Lamond Ave.
Vandivere, Edgar Filmore, Jr. A.B., Emory	Mathematics	1012 Urban Ave.
Vermont, Albert A.B., Wofford	French	203 House C
White, Mary Rebecca A.B., Fairmont State Teachers College	Education	304 Aycock
Williams, William Denison B.S., M.S., Union	Physics	205 House C

* Resigned February 1, 1935.

GRADUATE INSTRUCTION IN DUKE UNIVERSITY

GENERAL STATEMENT

Prior to 1916 there was no separate organization within Trinity College to promote and supervise graduate studies. However, there had been for many years a limited number of graduate students who completed a year of postgraduate work and received the degree of master of arts. The work of such students was supervised through the office of the Dean of Trinity College. Many of these graduate students went out from Trinity College to continue their studies at other colleges and universities and later achieved distinction as teachers and scholars.

In September, 1916, President Few appointed a Committee on Graduate Instruction to deal with the problems involved in the promotion and administration of graduate work. In that year there were six graduate students in the College, and seven graduates of the College were enrolled in the professional School of Law. During and immediately after the World War the number of graduate students remained small, but by the year 1923-1924 the graduate enrollment had increased to thirty-five exclusive of the college graduates enrolled in the School of Law.

The growing importance of graduate work in Trinity College caused the Committee on Graduate Instruction, during the first semester of the year 1923-1924, to make a careful study of requirements for admission to graduate work, of requirements for advanced degrees, and of other conditions affecting standards of graduate instruction. A comprehensive report was prepared by the Committee and adopted by the Faculty. Provision was made for the granting of two advanced degrees, master of arts and master of education. Regulations were adopted which increased the distinction between graduate and undergraduate work. A thesis requirement was made for every candidate for a graduate degree, and provision was made for the examination of theses by faculty committees. The Committee on Graduate

Instruction undertook a closer supervision of graduate courses and of the work of graduate students.

Thus, when Trinity College became Duke University in December, 1924, noteworthy progress had already been made in organizing a graduate department with advanced courses in many fields of study and with high standards. In accepting Mr. Duke's great benefaction, the Trustees definitely included a Graduate School of Arts and Sciences as a member of the University organization.

In the academic year 1926-1927 a Council on Graduate Instruction was established in the University to exercise a general supervision over graduate work in arts and sciences, and Professor William H. Glasson was appointed Dean of the Graduate School of Arts and Sciences.

THE LIBRARY

The total number of volumes in the University Library on January 31, 1935, was 421,150 volumes. These are distributed among four main units: the General Library with 318,932 volumes; the Hospital (Medical) Library, 30,325 volumes; the Library of the Law School, 52,069 volumes; and the Woman's College Library, 19,824 volumes.

The work of students in the Graduate School is carried on primarily in the General Library. A Graduate Reading Room, which contains the reference material most in demand, provides a quiet and convenient place for study. Graduate students are also admitted freely to the stacks. Within the stacks are located 108 carrells or desks which are assigned on an annual basis, preference being given to students in the Graduate School. To facilitate work in the natural sciences the General Library maintains departmental libraries adjacent to laboratories for the Departments of Chemistry, Physics, and Biology. A departmental library is also maintained for the School of Religion.

In the field of mathematics and the sciences particular attention has been given to securing files of important journals and serials. A check list of all scientific periodicals and serials on the University campus shows a total of approximately 2,200 files in a more or less complete form. Current subscriptions to scientific periodicals, not including serials, number 768. The

total number of current periodical subscriptions in all fields is 2,412.

In the field of the social sciences and the humanities every effort has been made to secure the basic collections of source material as well as the more important publications of criticism and discussion. This has been done by the acquisition of such sets as the *Die Griechischen Christlichen Schriftsteller der ersten drei Jahrhunderte, Corpus Scriptorum Ecclesiasticorum Latinorum,* Migne's *Patrologia,* the *Corpus Scriptorum Historiæ Byzantinæ,* the *Monumenta Historica Germaniæ,* the *Acta Sanctorum,* the *Corpus Reformatorum,* and many others. The endeavor to select the more important items in the various fields of graduate work has been supplemented by the purchase of a number of special collections and libraries. Among the more important of these might be mentioned a Peruvian library of approximately 3,000 books and manuscripts; a library of several thousand volumes dealing with Brazil; the Lanson collection of French literature consisting of 12,000 books and monographs; a Goethe collection of 1,000 volumes; a Scandinavian collection of 3,000 volumes; a collection of about 5,000 items of early Americana, dating from the seventeenth century to 1820; the Holl church history library dealing primarily with the period of the Reformation; a collection of many thousands of church minutes and records of American denominational history; two collections of eighteenth-century English poetry and prose totalling about 5,000 items; two special collections, one dealing primarily with Byron and the other with Coleridge, containing a number of manuscripts, annotated copies, and first editions; a transportation collection containing many thousand railroad reports and records; and the Thomas collection of books on Chinese history and culture. Special mention should be made of the George Washington Flowers collection of manuscripts, books, newspapers, and pamphlets dealing with all phases of Southern history.

PUBLIC DOCUMENTS

The importance of public documents as fundamental source materials for the social sciences and as containing also some of the most important work in the field of applied science is being clearly recognized, and an excellent start has been made toward

a comprehensive collection of this material. The Library has been a depository for federal documents since 1890. In addition, more than 40,000 state documentary publications have been secured. Of European public documents a representative though not extensive collection has been secured. Among the more notable items might be mentioned the *British Calendar of State Papers,* the *Acts of the Privy Council, Hansard's Debates,* the *Débats Parlementaries* of the French Senate and Chamber of Deputies, the *Journal Official de la Republique Française,* the *Lois et Actes du Gouvernment de la République Française,* the *Verhandlungen des Deutschen Reichstages,* and the *Actas* of the Spanish *Cortes.* The public documents of the Latin American countries form one of the strongest units of the Library.

Under this heading should be mentioned also the recent acquisition of the library of Professor Louis Strisower, sometime president of the Institut de Droit International, which contains approximately 5,000 volumes dealing with international law. The volumes date from the seventeenth century to the present and contain some especially valuable periodical files and rare books.

NEWSPAPERS

The library collection of newspapers contains over 10,000 volumes, more than half of which are in bound form. Practically all states of the Union are represented, although the major collection is from the Atlantic seaboard. Of the earlier items the states most strongly represented are Massachusetts, New York, Rhode Island, Virginia, North Carolina, South Carolina, and Georgia. The current subscription list of more than fifty titles is representative of American public opinion and contains the most important foreign papers.

MANUSCRIPTS

In the Manuscript Department there are over 300,000 pieces. Among these is one notable Greek manuscript of the thirteenth century containing the entire New Testament. Of interest to students of English literature are a number of the manuscripts of the Rossettis. By far the larger part of the collection, however, relates to the region in which the University is located.

In the collection are letters or other manuscripts by General Nathaniel Green, Anthony Wayne, Henry Clay, John C. Calhoun, Dr. Thomas Chivers, Admiral Mahan, Jefferson Davis, Robert E. Lee, T. J. (Stonewall) Jackson, Paul Hamilton Hayne, Sidney Lanier, Joel Chandler Harris, and other literary and historical Southern figures.

EXCHANGE PRIVILEGES WITH THE LIBRARY OF THE UNIVERSITY OF NORTH CAROLINA

The Libraries of Duke University and of the University of North Carolina have completed arrangements for the fullest exchange of privileges and resources. Each library contains a catalogue of the contents of the other, and books requested from the other library are supplied through a delivery service which operates daily except Saturdays and Sundays. Faculty members and graduate students may secure cards admitting them to the stacks of the other library. The Library of the University of North Carolina contains approximately 300,000 volumes, besides a large collection of manuscripts relating to Southern history. Through this arrangement more than 700,000 volumes are available to students in the combined libraries.

LIBRARY PURCHASING FUND FOR GRADUATE STUDENTS

A portion of the annual book appropriation is reserved for the use of graduate students. Students who are engaged in writing theses and who need material not in the Library can draw upon this fund to secure volumes which are needed or photostats of material which cannot be secured.

NEW SCIENCE LABORATORIES

New laboratory buildings have been erected on the West Campus in biology, physics, and chemistry. Graduate students will find available the most modern equipment and facilities for research. In addition to the provision of modern apparatus, large sums have recently been expended to purchase important additions to the collections of scientific periodicals and publications in the departmental libraries, the University Library, and the Hospital Library.

In the School of Medicine elaborate facilities are provided for postgraduate research in the various branches of medical

science. Especial attention will be given to training in preventive medicine and public health work.

BIOLOGICAL LABORATORIES

The Biology Building on the West Campus contains three refrigerated rooms, an incineration room, a workshop, an aquarium room, five animal rooms connected with outside yards, and eight dark rooms. Special laboratories are provided for advanced work in plant and animal physiology, parasitology, cytology, taxonomy, bacteriology, ecology, histology, mycology, anatomy, embryology, endocrinology, entomology, and forestry. A large greenhouse gives adequate space for experimental work and propagation. There is a small synoptic museum and an herbarium. Dr. Irving E. Gray is the curator of the biological museum. On the East Campus, laboratories are provided for women, and a small greenhouse is conveniently located near the Science Building.

Laboratories and rooms for students doing research are equipped with vacuum, compressed air, direct and alternating current, gas, and running water. Proper equipment and supplies for biological work, such as microscopes, ovens, baths, nets, kymographs, motors, chemicals, and glassware are available.

The Duke University Forest and the streams of the University estate furnish excellent collecting grounds. The woodlands are under the management of the Forestry Department. Duke University is situated in the Piedmont region, between the mountains and coastal plain. This gives easy access to a variety of plants and animals. North Carolina is the home of the tulip poplar, holly, rhododendron, mountain laurel, flowering dogwood, several species of insect-catching plants, cypress, and other interesting plants. Among the animals are a varied assortment which range from marine to truly montaine species. In the woods about the University are opossums, squirrels, cardinals, Carolina wrens, several species of salamanders, king snakes, and terrapins.

CHEMISTRY LABORATORIES

Graduate work in chemistry is carried on in a new building which has a floor area of about 57,000 square feet. The equip-

ment of this building is modern in every respect. Of this total space a large proportion is available for research and advanced teaching. There are twenty-five double research rooms completely equipped with the usual services. In addition, the following specially designed rooms are available for present or future research as indicated: a low temperature room, photographic room, constant temperature room, gas analysis room, combustion room, bomb room, animal room, and rooms equipped for high vacuum, X-ray, and photochemical investigations.

A glass-blowing room and a well-equipped shop, operated by a competent mechanic, provide facilities for the construction of special apparatus and for the repair and maintenance of instruments.

PHYSICS LABORATORIES

The physical laboratory contains approximately an acre of floor space which is devoted to instruction and research. For purposes of instruction it has two lecture halls, four recitation rooms, five large laboratories, and a number of smaller laboratories for advanced courses. On the first floor are located the office and research rooms of the departmental staff. On the third floor about ten rooms are set aside for research. All instructional and research laboratories are provided with compressed air, vacuum, gas, and D.C. and A.C. circuits of various characteristics supplied through five trunk lines from the main switchboard. All research rooms, in addition, have one high potential and two low potential circuits. Several outlets in each room from the house-lighting service are provided.

For the development of instructional and research apparatus a large shop has been located on the first floor for the exclusive use of instrument makers, and adjacent to this is a students' shop operated under the direction of a mechanic. This is made accessible to graduate students in physics. A collection of important apparatus for exclusive use in research is being gathered in a research storeroom which is to be in the custody of an expert repair man. A freight and passenger elevator makes conveniently accessible all parts of the laboratory.

The laboratory is at present provided with exceptional facilities for research in the fields of radiation and electricity. Among the instruments of precision in the spectroscopic lab-

oratory there are available for students' use an E-1 Hilger spectrograph, an E-316 Hilger spectrograph, and several Hilger instruments of the fixed-arm type. A Rowland concave grating of 10 ft. radius and of 14,434 lines per inch of surface is equipped with a Brashear mount. An Eschelon spectroscope, a Lummer-Gherike plate, Michelson and Fabry and Perot interferometers, and a Moll microphotometre from Zipp and Sons of Delft are provided. Various types of mechanical and diffusion air pumps, including a Holweck pump, are installed for use in research. A Hilger micrometer comparator which reads directly to 0.001 mm. is used in the measurement of spectrographs. A sufficient number of photographic dark rooms are conveniently located. In the fields of electricity the laboratory is supplied with various types of potentiometers, electrometers, high sensitivity galvanometers, and other devices for the precision determination of resistance, current, and potential difference.

THE DUKE FOREST

Through placing the Duke Forest under intensive management for forestry purposes a substantial beginning has been made in laying the foundations for educational work and research in forestry. The Duke Forest consists of approximately 4,750 acres of land, most of which is adjacent and easily accessible to the University campus. Situated in the lower Piedmont region, composed of second-growth shortleaf pine, loblolly pine, and hardwoods, the Forest is representative of the various types of timber growth found throughout the region.

Due to the proximity of the Forest to the laboratories, greenhouses, and other scientific equipment and library facilities of the University, an excellent opportunity exists for advanced study and research in forestry. Research has already been started on special problems, particularly in the fields of silvics, forest-tree physiology, forest soils, silviculture, and forest management. Several members of the Botany and Zoölogy Staffs are also engaged on research in the Duke Forest.

For additional information, see *Bulletin on Forestry*.

GRADUATE DORMITORIES

Certain sections of the new dormitories on the West Campus have been reserved for graduate men. Board can be secured at the Union, which also has unusually attractive provisions for social intercourse and activities. Graduate women will find dormitory accommodations of the highest type on the East Campus. The Union on the East Campus furnishes meals at reasonable rates and serves as a center of campus life.

GRADUATE CLUB

One of the active organizations of the University is the Graduate Club. Its meetings are held monthly and are devoted to the professional and social interests of graduate students. Many eminent speakers have addressed the club at meetings open to the public.

FELLOWSHIPS AND SCHOLARSHIPS

For the assistance and encouragement of graduate students of high character and marked ability, the University has established a considerable number of fellowships and scholarships. The Angier B. Duke Memorial, Incorporated, awards an annual fellowship of one thousand dollars to a graduate student of exceptional merit. Fifteen University fellowships of six hundred fifty dollars each and sixteen University fellowships of six hundred dollars each have been established. There are also seven graduate scholarships of four hundred dollars each and ten graduate scholarships of three hundred fifty dollars each. Holders of fellowships and scholarships will be expected to pay the tuition fee and such additional fees as are regularly required. Applications for these appointments should be made on or before March 15 of each year. In case vacancies occur, applications submitted on a later date will be considered.

There are also a number of graduate assistantships open in the various departments with compensation ranging from $300 to $650. Graduate assistants are under obligation to give part of their time to such work in the departments as may be assigned to them. They will usually be unable to carry a full program of study. Information regarding fellowships, graduate scholarships, and graduate assistantships, together with appli-

cation blanks, may be obtained from the Dean of the Graduate School, Duke University, Durham, North Carolina.

ENCOURAGEMENT OF RESEARCH

The President of the University appoints annually a Faculty Committee on Research consisting of three members, the President himself being a fourth member *ex officio*. On April 1 of each year the Chairman of the Committee on Research receives written applications from members of the Faculty for stipends for the encouragement of research. Amounts granted may be expended for the employment of research assistants, or for the purchase of books, apparatus, and material. The amount of the stipend may not exceed five hundred dollars. Each member of the Faculty to whom a research stipend is granted must within twelve months make a written report of the progress of his investigation.

UNIVERSITY PRESS

The Duke University Press affords facilities for the publication of many scholarly books and articles. The press issues six quarterly reviews: *The South Atlantic Quarterly, The Hispanic American Historical Review, American Literature, Ecological Monographs, Character and Personality,* and *Duke Mathematical Journal.*

A list of the publications of the Duke University Press may be obtained from the Executive Secretary of the Press, Durham, North Carolina.

REQUIREMENTS FOR ADMISSION AND DEGREES

ADMISSION TO GRADUATE COURSES

Students who have received a bachelor's degree for a four years' undergraduate course from a college of sufficiently high standing may be admitted to take courses in the Graduate School of Arts and Sciences of Duke University. The department concerned will determine whether a student is prepared to take any particular course. *Admission to graduate courses does not necessarily imply admission to candidacy for a degree.* A candidate for admission as a graduate student should present satisfactory evidence that he has received a bachelor's degree from a college or university which is a member of the Association of Colleges and Secondary Schools of the Southern States or of one of the similar associations in other sections of the country (provided that the degree must have been conferred after the admission of the college or university to membership in said association); or from a North Carolina college whose bachelor of arts or other bachelor's degree is accepted by the State Department of Education as the basis for issuing the high school or primary certificate of Class A. A degree from an institution outside of the state of North Carolina, not provided for above, may be accepted when an investigation in the individual case shows that qualifications are satisfactory.

No college or university work taken before the bachelor's degree is conferred, or fully earned, may be credited toward an advanced degree except under the following circumstances: A student of Duke University who lacks at the beginning of a term not more than nine semester-hours of fulfilling the requirements for the bachelor's degree may obtain permission from the Dean of the Graduate School to take during the term graduate courses sufficient to bring his total work to fifteen hours a week. Such graduate courses will be credited toward the degree of master of arts or master of education.

No graduate student may register in one academic year for more than twenty-four semester-hours of work and a thesis.

ADVANCED DEGREES

The degrees offered in the Graduate School of Arts and Sciences are master of arts (A.M.), master of education (M.Ed.), and doctor of philosophy (Ph.D.). Many departments of the University are now prepared to give a full program of work leading to the degree of doctor of philosophy; other departments are gradually enlarging the scope of their instruction as rapidly as is consistent with careful selection, new appointments are being made to the faculty of professors who will give

their attention primarily to graduate courses and the direction of research.

ADMISSION TO CANDIDACY FOR A DEGREE

A graduate student who desires to be accepted as a candidate for a degree should file with the Dean of the Graduate School an official transcript of the record of his undergraduate work and also of any graduate courses he may have completed. He should also confer with the head or chairman of the department in which he desires to take his major work. Applications for admission to candidacy for the degree of master of arts or master of education should be made at the beginning of the first year of graduate work, and for the degree of doctor of philosophy early in the second year of graduate work. Before receiving recognition as a candidate for a degree, the student must satisfy both the general requirements of the Graduate School and the special requirements of the department in which he is taking his major work.

THE DEGREE OF MASTER OF ARTS

Candidates for the degree of master of arts are required to have a reading knowledge of two foreign languages, evidenced by examination or by credit obtained for at least six semester-hours of college work in each. If this requirement has not been satisfied before admission to candidacy for the degree, the required foreign language work must be completed before the degree is conferred and will not be counted for credit toward the degree. The two foreign languages offered must be acceptable to the department in which the candidate is taking his major work. Twice a year at stated times the language examinations will occur. The French examinations will be given the first week in November and the first week in March while the German examinations will be given the second week in November and the second week in March.

To obtain the degree of master of arts a candidate must complete satisfactorily twenty-four semester-hours of graduate courses and a thesis. The credit for the thesis is six semester-hours. Each candidate for the degree must select a major subject in which the minimum requirement is twelve semester-hours and the thesis. [Before selecting his major in a department, a student must have completed a minimum of twelve semester-hours of approved *preliminary* courses in that department and twelve additional semester-hours either in that department or in related work.] A candidate must take six semester-hours of graduate work in a minor subject approved by the major department, and the remaining six semester-hours in the major or minor subjects or in a department approved by the major department and by the Graduate Council. No undergraduate course may be credited toward the degree of master of arts.

MINIMUM RESIDENCE REQUIREMENT

The minimum residence requirement of candidates for the master's degree is one academic year. Often a longer period of residence will

prove necessary. In the case of graduate students who take all the work for the master's degree in the Summer School, the minimum residence requirement is five summer terms of six weeks each. All the work offered for the master's degree must be completed within a period of six years.

DEGREE OF MASTER OF EDUCATION

The degree of master of education is granted to teachers, or others engaged in educational service, upon completion of the prescribed program of study. Candidates for the degree must have had two years of practical experience in teaching when the degree is conferred. This experience may be obtained in the two years immediately prior to entering upon candidacy for the degree, or it may be obtained concurrently with the period of study for the degree.

A preliminary requirement for admission to candidacy for this degree is the completion of a minimum of twelve semester-hours of approved undergraduate work in education, including work in educational psychology and work in history of education, or educational sociology, or school administration.

The requirements for the degree of master of education are twenty-four semester-hours of graduate courses and a thesis. Candidates must take a minimum of twelve semester-hours of work and write a thesis in the Department of Education. At least six semester-hours must be taken in some department other than the Department of Education. Students who are preparing to teach are advised strongly to take twelve semester-hours of graduate work in the subjects they intend to teach. In such cases the thesis may be prepared under the joint supervision of a department in which the student intends to teach and the Department of Education.

The residence requirements for the degree of master of education are the same as those for the degree of master of arts.

THESIS FOR THE MASTER'S DEGREE

The title of the thesis required in partial fulfillment of the requirements for the degree of master of arts or master of education must be approved by the department or departments concerned and filed with the Dean of the Graduate School on or before November 15 of the academic year in which it is expected that the degree will be conferred.

Three (or, at the discretion of the department, four) bound typewritten copies of each thesis must be submitted to the Dean of the Graduate School in approved form on or before May 15 of the year in which the degree is conferred. The thesis is passed upon and accepted or rejected by an examining committee of three members of the faculty. Two of the copies, the original and a carbon copy, are placed in the University Library. Each candidate is required to appear before the committee for a final examination. The oral portion of the examination will be at least one hour in length and will be either on the thesis or on the thesis and its related field; this choice and the length of the examina-

tion to be determined by the department with due consideration to the needs of the candidate and the subject-matter of the thesis. The chairman of the committee will inform the other members of the committee of the character and scope of the examination.

SUMMER SCHOOL WORK FOR THE MASTER'S DEGREE

Graduate students may not receive more than six semester-hours of credit for work taken in one summer session of six weeks. The degree of master of arts or master of education can be earned in five such summer sessions by students who are well prepared for graduate work. All the work offered for the master's degree must be completed within a period of six years.

CREDIT TOWARD THE MASTER'S DEGREE FOR WORK DONE ELSEWHERE

No credit toward advanced degrees is given for university extension or correspondence courses.

Not more than six semester-hours of credit toward the master's degree may be given to graduates of Duke University or of other approved colleges or universities for acceptable graduate courses or research work completed elsewhere. Such credit shall not shorten the minimum period of residence required at Duke University.

THE DEGREE OF DOCTOR OF PHILOSOPHY

A student who plans to enter upon a program of work leading to the degree of doctor of philosophy should consult, or enter into correspondence with, the Dean of the Graduate School or the head of the department concerned. He will then be advised as to the possibility of securing the necessary instruction and supervision of research in the desired field.

The Council on Graduate Instruction has adopted the following regulations governing the conferring of the degree of doctor of philosophy:

1. The degree. The degree of doctor of philosophy is a research degree; it is not based merely upon the completion of a prescribed period of study or upon the obtaining of credit for a given number of courses. The granting of the degree will be based primarily upon evidence of high attainments in a special field of knowledge and upon the production of a thesis embodying the results of original research.

2. Residence Requirements. The normal period of resident graduate study, after the general requirements of admission to the Graduate School have been satisfied, is not less than three academic years. The candidate will be required to spend at least either the last year in actual residence at Duke University, or the first two years. A student whose undergraduate work is insufficient in amount or unsatisfactory in character may expect to spend additional time in preliminary courses essential as a

basis for the graduate work he proposes to undertake. Credit for one year of work done in summer school sessions may be given with the approval of the Graduate Council and of the department in which the student takes his major work. Except in unusual cases, graduate work of fragmentary character taken over a long period of years, or work completed many years before the student becomes a candidate for the degree at Duke University, will not be accepted as satisfying the requirements of residence.

3. Application for Candidacy for the Ph.D. degree. A student desiring to become a candidate for the Ph.D. degree is ordinarily required to file with the Dean of the Graduate School, not later than the beginning of the second year of graduate work, a formal application indicating in what department and under what professor he proposes to carry on research. A committee will then be appointed to supervise the student's work, with the professor in charge of his research as chairman. If and when the committee finds that the preliminary requirements of the major department have been satisfied, the chairman of the committee shall report the fact in writing to the Dean of the Graduate School. The student's program of study will be arranged after consultation with this committee and must secure its approval and that of the Graduate Council. In the case of students who come to Duke University for only the last year of graduate work, and in special cases approved by the Graduate Council, the application for recognition as a candidate for the Ph.D. degree may be filed later than provided above, but not later than October 15 of the academic year in which it is desired that the degree be conferred.

4. Preliminary Examination. Toward the end of the second full year of graduate work (or in special cases at the beginning of the third year), a preliminary examination of each candidate will be held covering the general field of his major subject. This examination will be conducted by the committee in charge of the student's work and will be either oral or written, or both, as the committee may determine. A student who passes this examination will be recognized as a candidate for the Ph.D. degree. At the discretion of a candidate's committee, the examination on his minor subject or subjects may be held at the time of his preliminary examination instead of at the time of his final examination.

5. Program of Study. The program of study of an applicant for the Ph.D. degree is subject to the approval of the Graduate Council and of the committee provided for in Section 3 above. The student must select a major field and one or two minor related fields. When a department offers instruction in a sufficient variety of subjects and the needs of the individual student seem to require it, the Graduate Council may permit a major and minor to be taken in the same department.

6. Foreign Language Requirements. A reading knowledge of French and German will ordinarily be required. A substitution for one of these languages may be made, however, by the consent of the Graduate Council and of the department in which a student takes his major work. The

student will be examined on one of the foreign languages at the beginning of his second year of graduate work, and should qualify in both by the end of the second year of his graduate work. After January 1, 1936, no person can come up for his preliminary examination without having satisfied the language requirements for the doctor's degree. The department in which he takes his major work may indicate preference as to the language in which the student shall first be examined. Foreign language examinations will be conducted by the appropriate language department in conjunction with the department in which the student has his major field of work.[1]

7. Thesis. The thesis for the Ph.D. degree must be a contribution to knowledge. The subject of the thesis must be filed with the Dean of the Graduate School on or before October 15 of the academic year in which the candidate desires to take the final examinations for his degree. The subject must receive the written approval of the head, or chairman, of the department in which the candidate has his major field of work and also of the professor under whom the thesis is being written. The thesis must be completed to the satisfaction of the professor under whom it is written, and four typewritten copies in approved form must be deposited with the Dean of the Graduate School on or before May 1, if the student desires to be examined on the thesis in the same academic year. Two of the copies, the original and a carbon copy, are placed in the University Library.

The title-page must be approved by the major department and by the Dean of the Graduate School.

The candidate's thesis must be published either in its original form or in a modified form approved by the Dean of the Graduate School and the committee in charge of the candidate's work. Copies of the published thesis should be deposited in the Graduate School office as provided by regulations of the Graduate Council. The degree will not be conferred until publication of the thesis, in approved form, within three years, has been guaranteed in a way satisfactory to the Dean of the Graduate School and the professor under whom the thesis was written.

8. Final Examination. The final examination on the thesis and on the subject matter of the major and minor fields will be oral. The examination on both thesis and major and minor work will be held at the same time unless otherwise arranged by special permission of the Graduate Council.

THE TRAINING OF COLLEGE TEACHERS

Colleges and preparatory schools are constantly calling upon the university graduate schools for efficient teachers. The Duke University Graduate School will endeavor to discover among the candidates for advanced degrees in the various departments those students who show promise of becoming good teachers. Provision will be made for the consideration and discussion of

[1] See University Calendar, pp. 5-6.

problems of teaching. Graduate students who expect to teach will be given opportunity to gain practical experience under the supervision of successful teachers. The Graduate School will keep such records as will enable it to recommend with confidence students who are likely to prove efficient as teachers. An appointment bureau is maintained by the University, the services of which are extended to all graduate students.

THE GRADING OF GRADUATE STUDENTS

Members of the faculty are expected to report the grades of graduate students promptly at the end of each semester on the cards provided for that purpose.

In the grading of graduate students, S or satisfactory shall represent work of an acceptable character, G or good shall be the next higher grade, and E or exceptional shall be the highest grade. F or failing indicates that the grade of the student is below passing. In a course in which both graduates and undergraduates are enrolled, the grade S shall represent approximately the degree of attainment marked 80 in the case of an undergraduate. A mark of "Incomplete" may be given when a student has failed, for an acceptable reason, to complete some portion of the required work in a course in which his standing is generally satisfactory. The student should arrange with the instructor to complete the remaining work of the course as promptly as possible.

GENERAL REGULATIONS

Not more than twenty-five students are permitted in a class giving graduate credit, nor are undergraduate students below the senior year permitted in such a class. Exceptions to these rules may be made by special permission of the Graduate Council on recommendation of the department concerned.

In courses exclusively for graduates, students may be given extra credit in semester-hours for extra work done with the approval of the Graduate Council on recommendation of the department.

COURSES OF INSTRUCTION

Unless otherwise stated, all courses listed in this catalog will be given on the West Campus.

BOTANY

FOR SENIORS AND GRADUATES

202. Genetics.—The principles of heredity, their cytological basis, and their bearing on other fields of biology. Laboratory work involves experimental breeding of the fruit fly and observations on the breeding of plants. Offered in alternate years. Prerequisites, one year of botany or zoölogy or equivalent, and college algebra. **4 s.h.** (w)

DR. PERRY

[Not offered in 1935-1936]

211. Structure and Classification of Algae.—The morphological and ecological characteristics of the common freshwater and marine forms and the principles underlying their classification. Collecting, identification, and the making of permanent microscopical preparations. Offered in alternate years. Prerequisite, two years of botany. **4 s.h.** (w)

PROFESSOR BLOMQUIST

[Not offered in 1935-1936]

212. Structure and Classification of Bryophytes.—The structural and systematic characteristics of mosses and liverworts, including practice in the identification of the common forms. Field trips. Offered in alternate years. Prerequisite, two years of botany. **4 s.h.**

PROFESSOR BLOMQUIST

[Not offered in 1935-1936]

213. Structure and Classification of Pteridophytes.—Structure, development, and classification of ferns and fern allies, including fossil forms. Identification. Offered in alternate years. Prerequisite, two years of botany. **4 s.h.** (w)

PROFESSOR BLOMQUIST

216. Botanical Microtechnique.—Studies in methods of preparing temporary and permanent microscopical slides; theory of staining; the use of the microscope, especially microscopical measurements, drawing, and microphotography; botanical photography, and lantern slides. Prerequisite, three semesters of botany. **4 s.h.** (w)

PROFESSOR BLOMQUIST

221. Structure and Classification of Fungi.—Offered in alternate years. Prerequisite, two years of botany. **4 s.h.** (w)

PROFESSOR WOLF

223. Diseases of Plants.—Special reference to crop plants. Offered in alternate years. Prerequisites, Botany 1, 2, and 52. **4 s.h.** (w)
PROFESSOR WOLF

[Not offered in 1935-1936]

225-226. Special Problems.—Credits to be arranged. STAFF

252. Advanced Plant Physiology.—The physico-chemical processes and conditions underlying the physiological processes of plants. Prerequisite, Botany 151 or equivalent; organic chemistry recommended. **4 s.h.** (w) DR. KRAMER

256. Field Ecology.—An ecological survey of local vegetation, including theory and practice in the use of instruments for precise habitat studies, and analysis of community and successional relationships. Prerequisites, Botany 1, 2, and 52 or equivalent. **4 s.h.** (w) DR. OOSTING

FOR GRADUATES

304. Advanced Plant Anatomy.—Detailed study of the structure and development of economic plants, especially crop plants. Offered in alternate years. Prerequisites, Botany 103 or equivalent. **4 s.h.** (w)
ASSISTANT PROFESSOR ADDOMS

341. Methods in Plant Physiology.—The theory and use of apparatus and methods in physiological research. **4 s.h.** (w) DR. KRAMER

342. Plant Microchemistry.—The identification and estimation of the constituents of plant cells by the use of microchemical tests. Offered in alternate years. **2 s.h.** (w) ASSISTANT PROFESSOR ADDOMS

[Not offered in 1935-1936]

355-356. Advanced Taxonomy.—Prerequisite, Botany 52 or equivalent. **2-8 s.h.** (w) PROFESSOR BLOMQUIST

359-360. Research in Botany.—Individual investigation in the various fields of botany. Credits to be arranged. STAFF

397-398. General Botanical Seminar.—One hour per week throughout the year. Required of all graduates majoring in botany. **2 s.h.** (w)
STAFF

FOREST BOTANY

FOR SENIORS AND GRADUATES

224. Forest Pathology.—Special reference to diseases of forest trees. Offered in alternate years. Prerequisites, Botany 1, 2, and 154. **4 s.h.** (w)
PROFESSOR WOLF

254. Dendrology.—The characteristics, identification, and taxonomy of trees with special reference to species native to North Carolina and other important forest regions of the United States. Studies of special groups included. Prerequisite, two years of botany. **4 s.h.** (w)
PROFESSOR KORSTIAN

CHEMISTRY

FOR SENIORS AND GRADUATES

215-216. Advanced Inorganic Chemistry.—A study of modern valence theory and of inorganic compounds, particularly of the less common types, illustrated by suitable laboratory preparations. Two recitations and three laboratory hours. Prerequisites, Chemistry 1-2, 61, 70, and 151-152. Chemistry 261-262, advanced physics, and ability to read German are desirable. **6 s.h.**

ASSOCIATE PROFESSOR VOSBURGH AND DR. HILL

231. Instrumental Analysis.—A study of the use of physical measuring instruments in chemical analysis. One recitation and six laboratory hours. **3 s.h.** Prerequisite, Chemistry 70. Laboratory physics is desirable. ASSOCIATE PROFESSOR VOSBURGH AND DR. SAYLOR

232. Advanced Quantitative Analysis.—A continuation of course 70, including quantitative organic analysis. One recitation and six laboratory hours. Prerequisites, Chemistry 70, 151-152. **3 s.h.** (w)

ASSOCIATE PROFESSOR VOSBURGH, ASSISTANT PROFESSOR BIGELOW, AND DR. BROWN

241. Physiological Chemistry.—A study of the chemistry of human physiology. Clinical aspects of the subject are treated with reference to the need of prospective medical students. Two recitations and six laboratory hours. Prerequisites, Chemistry 70 and 151-152. Course 261-262 is desirable though not required. **4 s.h.** PROFESSOR WILSON

242. Metabolism.—Open to students who have completed course 241 or its equivalent, and who have a reading knowledge of German. Lectures and collateral reading deal with the probable fate of foodstuffs in the body, the nitrogen balance, energy requirement, nutritive ratios, vital factors, and ductless glands. The laboratory work consists mainly of blood analysis under both normal and pathological conditions. The laboratory work of this course without lectures may be taken by students who have passed Chemistry 241. In this case only two semester-hours credit will be given. **4 s.h.** (w)

PROFESSOR WILSON AND MR. JORDAN

253-254. Advanced Organic Chemistry.—A continuation of Chemistry 151-152, including discussion of the theories of organic chemistry. The laboratory work will include qualitative organic analysis, together with preparations of the more difficult type, requiring reference to the original literature. Two lectures and six laboratory hours.

Prerequisites, Chemistry 151-152 or equivalent and a reading knowledge of German. **8 s.h.** (w) ASSISTANT PROFESSOR BIGELOW AND DRS. BROWN AND HAUSER

260. Colloid Chemistry.—An introductory study of the colloidal state of Matter. Two recitations and three laboratory hours for one semester. **3 s.h.** ASSOCIATE PROFESSOR VOSBURGH AND DR. SAYLOR

261-262. Physical and Electro Chemistry.—Fundamentals of general theoretical chemistry illustrated by selected laboratory experiments. Two recitations and three laboratory hours. **6 s.h.**

Prerequisites, Chemistry 70, 151-152, college physics, and college algebra. Calculus is desirable but is not required.

PROFESSOR GROSS AND DR. SAYLOR

271. Introduction to Research.—Lectures on the use of chemical literature, research methods, recording and publication of results, preparation of theses and other topics. One lecture. **1 s.h.**

PROFESOR GROSS, ASSOCIATE PROFESSOR VOSBURGH, AND ASSISTANT PROFESSOR BIGELOW

273-274. Seminar.—Open to seniors qualifying for honors in the department and required of all graduate students in chemistry. One hour a week discussion. **2 s.h.**

PROFESSOR GROSS, ASSOCIATE PROFESSOR VOSBURGH, ASSISTANT PROFESSOR BIGELOW, AND DRS. BROWN, HAUSER, HILL, AND SAYLOR

275-276. Research.—The aim of this course is to give instruction in methods used in the investigation of original problems. It is open to seniors who have had courses 70, 151-152, and who are taking 261-262. Nine hours a week and conferences. **3 or 6 s.h.**

PROFESSOR GROSS, ASSOCIATE PROFESSOR VOSBURGH, ASSISTANT PROFESSOR BIGELOW, AND DRS. BROWN, HAUSER, HILL, AND SAYLOR

FOR GRADUATES

351-352. Advanced Synthetic Organic Chemistry.—Recent advances in certain selected fields such as medicinals, dyes, perfumes, terpenes, alkaloids, etc. will be discussed. The emphasis will be placed upon structure studies and synthetic methods. Lecture or seminar 1 hour each week. **2 s.h.** ASSISTANT PROFESSOR BIGELOW

361-362. Chemical Thermodynamics.—A discussion of general chemical theory from the standpoint of thermodynamics. Three recitations. **6 s.h.** Offered in alternate years with Chemistry 363.

Prerequisite, Chemistry 261-262 or its equivalent.

PROFESSOR GROSS

363-364. Chemical Kinetics.—Theories of reaction velocity, catalysis, the theory of the solid state, the structure of atoms, the radiation theory. Offered in alternate years with Chemistry 361. **6 s.h.**

Prerequisite, Chemistry 261-262 or its equivalent.

PROFESSOR GROSS AND DR. HILL

365. Phase Rule.—A study of equilibrium in heterogeneous systems, and the graphic representation of equilibrium conditions. Three recitations. One semester either fall or spring. **3 s.h.**

ASSOCIATE PROFESSOR VOSBURGH

ECONOMICS

FOR SENIORS AND GRADUATES

203-204. Money, Banking, and Credit.—After a preliminary study of monetary history and theory, together with an account of the development of credit instruments, there follows a more extended presentation of the theory and practice of banking. The first section of this course *(M.W.F., third period)* is limited to twenty-five graduates and seniors of superior standing. **3 s.h.**

PROFESSOR GLASSON

211-212. History of Political Economy.—This course traces the development of economic theory, giving special attention to the various schools of economic thought in England, France, Germany, and the United States. A large amount of collateral reading in the works of typical authors is required. Lectures and class discussions. *For graduates, and seniors with the consent of the instructor.* Old number 210. **6 s.h.**

PROFESSOR HAMILTON

213-214. Advanced Economic Theory.—This course is designed to introduce students to some of the more complex aspects of economic theory. Controversial phases of theory are surveyed through the medium of the works of the foremost modern economists. The course will also serve as a general review of economic theory for graduate students. *For graduates, and seniors with the consent of the instructor.* Old number 212. **6 s.h.**

PROFESSOR HOOVER AND ASSOCIATE PROFESSOR SPENGLER*

215. Economic Systems.—A study of alternative economic systems. In addition to an analysis of communism, anarchism, and the variants of socialism, the course will include a consideration of other proposed modifications of the existing economic order. Old number 214. **3 s.h.**

PROFESSOR HOOVER AND ASSOCIATE PROFESSOR SPENGLER*

216. Economic Functions of the State.—A consideration of the primary and secondary economic functions of government and of the legislation which provides for the performance of these functions, such as social legislation and the regulation of commerce and industry. Old number 215. **3 s.h.**

PROFESSOR HOOVER

217. Economic Stabilization.—A survey and critical analysis of the national and international factors which led to the present state of national and international economic instability with its attendant unemployment; examination and critical appraisal in economic terms of the numerous proposals which have been advanced to stabilize capitalism and to mitigate the social costs of instability; a consideration of the limits and the consequences of social control of economic life. **3 s.h.**

ASSOCIATE PROFESSOR SPENGLER

[Not offered in 1935-1936]

* Offered by Associate Professor Spengler in 1934-1935.

218. Population Problems and the Standard of Living.—A critical survey of the economic laws of returns and of pre- and post-Malthusian population theory; consideration of the relation between natural increase and the laws of economic distribution and of the effects of changes in the rate of natural increase upon various classes of industry and upon employment; examination of the factors which govern population growth and of current population trends; analysis of international economic and political problems which are founded upon population pressure; consideration of the economic and the biological aspects of differential birth rates. **3 s.h.** ASSOCIATE PROFESSOR SPENGLER

231. The Economic History of England.—A study of England since the eleventh century, treating the manorial system, the gilds, mercantilism, and the course of the commercial and industrial revolutions to the present. **3 s.h.** ASSISTANT PROFESSOR ROBERTS

232. Economic History of the United States.—A history of the economic progress of the United States from the formation of the Union to the present day, with special emphasis upon the interrelation of economic development in the United States and in foreign nations. **3 s.h.**
ASSISTANT PROFESSOR ROBERTS

236. Public Finance.—This course deals with public expenditures, public revenues, public debts, and financial administration. **3 s.h.**
DR. RATCHFORD

237. American Federal Finance.—A survey of the organization and methods of contemporary American federal finance with special attention to tariff revision, public-debt administration, and budgetary procedure. **3 s.h.**
[Not offered in 1935-1936]

239. Price Theory and History.—A theoretical study of the forces governing price behavior and an historical examination of the fluctuations, disparities, and trends of European and American prices, particularly in periods marked by acute monetary disorder or by rapid change in the stock of the precious metals. Special attention will be devoted to post-War inflation in France and Germany and to the world-wide collapse of prices after 1929. **3 s.h.** PROFESSOR HAMILTON

240. Modern Schools of Economic Thought.—A study of the historical background, logical methods, contributions, and present position of the younger German historical school, Austrian school, neo-classicists, and institutionalists. **3 s.h.** PROFESSOR HAMILTON

253. Trade Unionism and Labor Problems.—A study of the history, structure, policies, and methods of the organized labor movement in this country. Case studies are made of several unionized industries and of certain unions. **3 s.h.** ASSISTANT PROFESSOR SCOTT

254. Industrial Relations.—The evolution and present status of modern labor conditions and labor relations. Methods used by employers and by employers' associations in meeting their labor problems. The law as it deals with relations of employer and employee, including governmental intervention in labor disputes. Trends in present-day industrial government in this country and abroad. Course 253 is a prerequisite. Old number 255. **3 s.h.**

[Not offered in 1935-1936]

255. Labor Administration.—A study of the problems of industrial management in their bearing upon labor relations. Employment management, the techniques of scientific management, joint relations, industrial training, the labor market, and related topics are surveyed. Old number 256. **3 s.h.**

[Not offered in 1935-1936]

256. Labor Legislation.—A course of study dealing with the basis of labor law, the minimum wage, hours of labor, safety and health, and social insurance. The important cases and court decisions, with respect to their social significance, will be used for class discussion. Old number 257. **3 s.h.** ASSISTANT PROFESSOR SCOTT

265. International Trade and Tariff Policies.—An analysis of the theoretical principles underlying international trade with an historical study of the foreign trade and tariff policies of the United States, France, Germany, and England from the eighteenth century to the present. **3 s.h.**
ASSISTANT PROFESSOR ROBERTS

266. International Finance.—A study of the mechanism of international payment with attention to international movements of capital, the peculiarities of an inconvertible paper money régime, German reparation payments, and related problems. **3 s.h.** ASSISTANT PROFESSOR ROBERTS

267-268. Business History.—A study of the rise of modern capitalism and of the great fortunes of the nineteenth century, particularly in America. Special attention will be devoted to the economic consequences of the concentration of wealth and to the relationships between government and business in different periods. **4 s.h.** PROFESSOR HAMILTON

[Not offered in 1935-1936]

275-276. Advanced Industrial Accounting and Management.—This course traces the ways and means of executive control through statistics and industrial accountancy. Emphasis is placed upon the economics of overhead costs. A complete practice set of cost-accounting is worked by each student during the course. Old number 275. **6 s.h.**

Courses 57-58 and 105 are ordinarily prerequisites for this course.
MR. BLACK

[Not offered in 1935-1936]

FOR GRADUATES

331. Advanced Banking.—This course is open to students who have completed creditably Economics 51-52 and Economics 203 or equivalent courses in other institutions. The subjects for study will be found in the history, theory, and contemporary functions of the banking systems in the United States, England, and France. **2 s.h.** PROFESSOR GLASSON

350. Research in Finance.—A seminar for the study of problems of corporation or public finance. Old number 349. **2 s.h.**
PROFESSOR GLASSON

318. General Seminar in Economics.—All graduate students with economics as a major subject are members of this seminar. Reports of progress in research will be made, and there will be lectures and critical discussion by members of the department. **2 s.h.** STAFF

EDUCATION

The department offers a full major of work in educational psychology toward the degree of doctor of philosophy, with approved minors in as many as two of the divisions listed for the master's degree, and an approved minor in psychology or in some other department offering work closely related to the thesis problem of the candidate. It is planned to offer complete majors in other divisions as rapidly as the growth of the department justifies.

The department offers work toward the master of arts and master of education degrees, and minor work toward the doctor of philosophy degree, in the divisions of elementary education, experimental education and educational psychology, history and philosophy of education, public school administration, and secondary education and educational sociology. It is important for students who are degree candidates to choose their course according to some unified plan; they are reminded that mere accumulation of more or less unrelated courses in various divisions with minor work in some department only remotely related to the student's major work does not lead to a graduate degree. Every candidate for a master's degree should elect at least six, and preferably twelve, semester-hours of course-work in the special division in which he intends to write his thesis. Students who expect to write theses in the history of education are required to take their minor work in American history. Students writing in school administration are advised to elect minor work in economics and political science. Students in educational psychology should elect their minor work in psychology. No student, except by special approval of the department and of the Graduate School, is permitted to take minor work in more than one department or to the amount of more than six semester-hours.

ELEMENTARY EDUCATION

FOR SENIORS AND GRADUATES

207. Technique of Teaching.—An advanced course in the teaching process, dealing with the theory underlying sound technique and applied specifically to the work of the elementary school. **3 s.h.**

[Not offered in 1935-1936] ASSOCIATE PROFESSOR CARR

212. Psychology of the Elementary School Subjects.—A study of the psychology of learning as applied to teaching the common-school subjects. **3 s.h.** ASSOCIATE PROFESSOR CARR

222. The Curriculum and Materials of the Elementary Grades.—A study of curriculum problems in the elementary school. **3 s.h.**

ASSOCIATE PROFESSOR CARR

232. Elementary-School Supervision.—A survey of supervision as a means of improving instruction and adapting the curriculum to child and community needs. **3 s.h.** ASSOCIATE PROFESSOR CARR

[Not offered in 1935-1936]

EXPERIMENTAL EDUCATION AND EDUCATIONAL PSYCHOLOGY

FOR SENIORS AND GRADUATES

208. Mental Tests and Applications.—A study of the development of intelligence testing, the concept of general intelligence, various recent applications of mental tests, and training in the giving of individual tests. Prerequisite, course 258 or six semester-hours of other work in educational psychology or psychology. **3 s.h.** ASSISTANT PROFESSOR EASLEY

209. Statistical Methods Applied to Education.—A study of statistical methods of treating educational and social data designed to enable teacher or administrator to interpret and use the results of scientific investigations in education. **3 s.h.** ASSISTANT PROFESSOR EASLEY

216. Psychological Principles of Secondary Education.—A study of adolescence and the psychology of learning as applied to teaching the principal high-school subjects. **3 s.h.** PROFESSOR CHILDS

[Not offered in 1935-1936]

218. Educational Implications of Genetic Psychology.—Special section of course 118, intended primarily for graduate students, ordinarily not offered the same year in which 118 is given. Prerequisite, six semester-hours of psychology or educational psychology. **3 s.h.**

PROFESSOR BROWNELL

[Not offered in 1935-1936]

219. Experimental Education.—This course is designed to provide training (1) in planning, (2) in prosecuting, and (3) in reporting quantitative investigations in the field of education, more especially in the field of learning and teaching the various school subjects. **3 s.h.**

PROFESSOR BROWNELL

227. The Psychology of Learning: Problems.—The major problems related to the learning process will be examined, with the experimental literature bearing on them. The curves of learning and forgetting, the distribution of practice, economical methods of learning, and the transfer of training will be the major topics considered. **3 s.h.**

ASSISTANT PROFESSOR EASLEY

228. The Psychology of Learning: Theoretical and Experimental.—This is a continuation of *227*. In this semester the laws of learning, the most important explanatory principles, and the major system of the psychology of learning will be considered. Class experiments will run throughout the semester. Prerequisite, *227* or its equivalent. **3 s.h.**

ASSISTANT PROFESSOR EASLEY

[Not offered in 1935-1936]

237. Investigations in Reading.—A summary of the results of the more important scientific studies in reading; interpretation of the results in terms of aims, methods, materials of instruction, testing diagnosis, and supervision; emphasis on problems requiring further investigation. **3 s.h.** (E)

ASSOCIATE PROFESSOR CARR

247. Investigations in Arithmetic.—An analytical survey of investigations in arithmetic, with three purposes in view: (1) to examine the techniques employed with respect to their adequacy as means of solving the problems attacked; (2) to test the validity of the results announced and the values of these results for the teaching of arithmetic; (3) to locate further problems in arithmetic in need of scientific research. *Second semester.* **3 s.h.**

PROFESSOR BROWNELL

258. Educational Measurements.—A critical study of the principles and techniques involved in measurement in education, with opportunity for individual research. Prerequisite, twelve semester-hours in the department, including a course in educational psychology. **3 s.h.**

PROFESSOR BROWNELL

FOR GRADUATES

309-319. Research in Educational Psychology.—This course provides opportunity for more advanced graduate students to engage in individual research projects under close supervision. Credit allowed proportionate to achievement and time devoted to the course. **3 to 6 s.h.**

PROFESSOR BROWNELL

318. Investigation of Study Problems.—A brief survey of the available literature on study, followed by extensive case-work in the study habits of high school and undergraduate college students. Diagnosis, corrective and remedial teaching in so far as possible, and reports. An introductory course in educational diagnosis and the treatment of individual differences. **3 s.h.**

PROFESSOR BROWNELL

[Not offered in 1935-1936]

338. Research in Reading.—A course designed for students who have original problems in reading which they desire to investigate. Such studies may be either individual or coöperative. Education 247 is advised as a preliminary course, but is not required. **3 s.h.**

ASSOCIATE PROFESSOR CARR

[Not offered in 1935-1936]

348. Research in Arithmetic.—A course designed for students who have original problems in arithmetic which they desire to investigate. Such studies may be either individual or coöperative. Education 247 is advised as a preliminary course, but is not required. **3 s.h.**

PROFESSOR BROWNELL

[Not offered in 1935-1936]

HISTORY AND PHILOSOPHY OF EDUCATION

FOR SENIORS AND GRADUATES

200. Introduction to the Philosophy of Education.—A consideration of fundamental concepts underlying educational theory. **3 s.h.**

[Not offered in 1935-1936] PROFESSOR HOLTON

214. History of Education in the United States.—A study of the development of the American public school and the interaction of higher education and the public school. **3 s.h.** PROFESSOR HOLTON

[Not offered in 1935-1936]

224. Current Problems in Public Education as Revealed Through School Surveys.—A study of recent developments in public education as revealed through school surveys and resulting from the survey movement. *Second semester.* **3 s.h.** PROFESSOR HOLTON

[Not offered in 1935-1936]

244. Studies in the Historical Development of Public-School Administration.—An advanced course devoted to the development of public-school administration in the South, with especial reference to North Carolina as a type. **3 s.h.** PROFESSOR HOLTON

[Not offered in 1935-1936]

254. History of Secondary Education in the United States.—A study of historical and comparative conceptions of the secondary school, changes in American life affecting the secondary school, present status of the secondary school, current tendencies toward expansion, and the problem of state and federal aid. *First semester.* **3 s.h.** PROFESSOR PROCTOR

264. Recent Movements in American Education.—An intensive study of educational thought and practice since 1900. **3 s.h.**

PROFESSOR HOLTON

294. Comparative Education: Recent Movements in European Educational Systems.—A comparative study of the school systems of the principal countries of Europe, with emphasis upon changes since the World War. *First semester.* **3 s.h.** ASSOCIATE PROFESSOR CARR

PUBLIC SCHOOL ADMINISTRATION

FOR SENIORS AND GRADUATES

233. Administrative Pupil-Accounting.—An advanced study of gradation and classification of pupils, with incidental attention to the keeping of records and the making of reports. The study includes a consideration of individual differences, promotions, acceleration, and retardation of pupils; the various plans for classification and gradation; interpreting the results of tests; and some practice in the computation of statistical measures. **3 s.h.** PROFESSOR PROCTOR

234. Secondary-School Organization and Administration.—A study of the outstanding problems of secondary-school organization and administration other than the problem of gradation and classification of pupils. **3 s.h.** PROFESSOR PROCTOR

253. Legal Phases of School Administration.—A study of judicial decisions and the development of outstanding features of statute law controlling school administration, with special emphasis upon North Carolina materials. **3 s.h.** PROFESSOR HOLTON

[Not offered in 1935-1936]

FOR GRADUATES

323. Public School Finance.—A study of educational costs, sources of revenue for the support of public education, collection of revenue, basis of distribution, and accounting for funds spent. *Second semester.* **3 s.h.** PROFESSOR PROCTOR

[Not offered in 1935-1936]

343. State and County School Administration.—A study of state and county organization of public schools, emphasizing underlying principles. **3 s.h.** PROFESSOR PROCTOR

[Not offered in 1935-1936]

363. City School Administration.—A study of the organization and administration of city school systems, including administrative phases of supervision. *Second semester.* **3 s.h.** PROFESSOR PROCTOR

SECONDARY EDUCATION AND EDUCATIONAL SOCIOLOGY

FOR SENIORS AND GRADUATES

206. Sociological Foundations of the Secondary-School Subjects.—A consideration of the aims and objectives of secondary-school subjects; emphasizing problems of curriculum-making. Prerequisite, six semester-hours in education, including course 105. **3 s.h.** PROFESSOR CHILDS

[Not offered in 1935-1936]

215. Principles of Educational and Vocational Guidance.—A study of the objectives and underlying principles of educational and vocational guidance, emphasizing this phase of education in North Carolina and the South. The study seeks to formulate a working program for vocational counsellors and others whose teaching function will involve problems of guidance. Prerequisites, courses in sociology or educational sociology. **3 s.h.** PROFESSOR CHILDS

[Not offered in 1935-1936]

225. The Teaching of High-School History.—Identical with History 211. The course counts as an elective in the Department of Education only when approved by the department and the instructor. **3 s.h.**

ASSOCIATE PROFESSOR SHRYOCK AND DR. MANCHESTER

246. The Teaching of Mathematics.—Identical with Mathematics 204. The course counts as an elective in the Department of Education only when approved by the department and the instructor. **3 s.h.**

PROFESSOR RANKIN

266. The Teaching of High-School French.—Identical with French 218. **3 s.h.** PROFESSOR WEBB

FOR GRADUATES

300. Methods of Educational Research: Seminar.—Graduate students are instructed in methods of research as applied to selected educational problems. Each student must select for intensive study and practice a subject in which he is interested. **3 s.h.** MEMBERS OF THE DEPARTMENT

307-308. Seminar in Educational Psychology.—Required of graduate students in educational psychology. **2 s.h.** *(each term)*

PROFESSOR BROWNELL AND ASSISTANT PROFESSOR EASLEY

ENGLISH

FOR SENIORS AND GRADUATES

201-202. Anglo-Saxon.—This course requires no previous study of Anglo-Saxon. The first semester is given to a study of Anglo-Saxon grammar and to the reading of Anglo-Saxon prose; the second semester, to the reading and interpretation of Beowulf. **6 s.h.** (w)

PROFESSOR BROWN

203-204. Chaucer.—6 s.h. (w) PROFESSOR BAUM

205-206. Middle English.—This course consists of a study of early Middle English literature and of the history of the English language.

Students may elect English 205-206 without having studied either Anglo-Saxon or Middle English. **6 s.h.** (w) PROFESSOR BAUM

207-208. English Literature, 1400-1550.—6 s.h. (w)

PROFESSOR BAUM

[Not offered in 1935-1936]

209-210. English Romances.—This course consists of a rapid reading of the chief romances of the Middle English period. **6 s.h.**

PROFESSOR BROWN

[Not offered in 1935-1936]

213-214. The Ballad and Other Folk-Lore.—This course consists of an extensive study of the ballad and other ancient and modern folk-songs and of other kinds of folk-lore. **6 s.h.** (w) PROFESSOR BROWN

215-216. The Drama of the Elizabethan Period.—A study of the drama in England from its beginning to 1640. **6 s.h.** (w) PROFESSOR GILBERT

217-218. Spenser and Milton.—An exhaustive study of the works of Spenser and Milton. **6 s.h.** (w) PROFESSOR GILBERT

219-220. English Literature, 1660-1798.—6 s.h. (w)
PROFESSOR WHITE
[Not offered in 1935-1936]

221. The Drama in England, 1640-1770.—3 s.h.
PROFESSOR BAUM
[Not offered in 1935-1936]

225-226. Studies in Victorian Literature.—This course considers in an intensive way the works of some of the most important writers of the period. **6 s.h.** (w) PROFESSOR BAUM

227-228. Literary Criticism.—A history of literary criticism. **6 s.h.** (w)
PROFESSOR GILBERT

229-230. American Literature, 1800-1870.—Seniors must have credit for English 137-138. **6 s.h.** (w) PROFESSOR HUBBELL
[Not offered in 1935-1936]

231-232. Special Studies in American Authors.—6 s.h.
ASSOCIATE PROFESSOR GOHDES
[Not offered in 1935-1936]

233-234. American Literature since 1870.—6 s.h. (w)
ASSOCIATE PROFESSOR GOHDES

FOR GRADUATES

301. Bibliography and Methods of Research.—3 s.h.
PROFESSOR GILBERT
This course or its equivalent is required of all candidates for higher degrees.

303-304. The Elizabethan Period.—6 s.h. (w) PROFESSOR GILBERT
[Not offered in 1935-1936]

305. The Early Renaissance.—3 s.h.
PROFESSOR BAUM
[Not offered in 1935-1936]

307-308. Southern Literature and Culture.—6 s.h.
PROFESSOR HUBBELL

309. Chaucer.—3 s.h.
PROFESSOR BAUM
[Not offered in 1935-1936]

313-314. Studies in the Romantic Writers of the Early Nineteenth Century.—6 s.h. PROFESSOR WHITE
[Not offered in 1935-1936]

FORESTRY

Major and minor work is offered in the more scientific aspects of forestry, especially forest-tree physiology, silvics, forest soils, silviculture, and forest management, leading to the master of arts and doctor of philosophy degrees to students who have received degrees from professional schools of forestry of recognized standing or from approved colleges or universities. College graduates who have had specialized training in botany or soil science and in allied basic subjects, such as physics, chemistry, geology, and zoölogy, may pursue graduate study and research only in the specialized fields for which their previous work has qualified them. For additional information, see *Bulletin on Forestry*.

FOR SENIORS AND GRADUATES

224. Forest Pathology.—Special reference to diseases of forest trees. Offered in alternate years. Prerequisites, general botany and dendrology or equivalent. **4 s.h.** (w) PROFESSOR WOLF

254. Dendrology.—The characteristics, identification, and taxonomy of trees with special reference to species native to North Carolina and other important forest regions of the United States. Studies of special groups included. Prerequisite, two years of botany or forestry. **4 s.h.** (w) PROFESSOR KORSTIAN

261. Introduction to Forest Soils.—Origin, formation, physical properties, moisture relations, and principles of soil fertility from the standpoint of plant growth, particularly forest trees; field identification of soils, methods of sampling and laboratory analysis; relation of soil to site quality; soil regions of the world in relation to distribution of vegetation, especially forests. **4 s.h.** (w) PROFESSOR KORSTIAN AND MR. COILE

FOR GRADUATES

323-324. Advanced Forest Pathology.—Advanced study and research on the life histories and control of diseases of forest trees to meet the individual needs of graduate students. Prerequisites, plant physiology and forest pathology. Credits to be arranged. PROFESSOR WOLF

351-352. Advanced Physiology of Forest Trees.—Advanced study and research on problems in the physiology of forest trees to meet the individual needs of graduate students. Prerequisites, plant physiology and plant ecology. Credits to be arranged. DR. KRAMER

357-358. Research in Forestry.—Credits to be arranged.

a. Advanced Silvics.—Individual study and research on special problems in silvics, especially with reference to the analysis of environmental factors and their effect on forest vegetation; the forest as a biological community and its relation to the site; the origin, growth, and development of the individual tree. PROFESSOR KORSTIAN

b. Advanced Forest Soils.—Advanced study and research in forest soils to meet the needs of individual graduate students.

PROFESSOR KORSTIAN AND MR. COILE

c. Advanced Silviculture.*—Advanced study and research on problems pertaining to reproduction, establishment, growth, and treatment of the forest. PROFESSOR KORSTIAN AND ASSISTANT PROFESSOR MAUGHAN

d. Advanced Forest Management.*—Advanced studies on specialized problems in the organization and management of forests.
ASSISTANT PROFESSOR MAUGHAN

e. Advanced Forest Regulation.*—Advanced studies in the theory of forest regulation. Work consists chiefly of studies of the methods used in determining forest growing stock, distribution of age classes, the normal forest, formulae for arriving at cutting allowances and regulation for sustained yield. ASSISTANT PROFESSOR MAUGHAN

GERMAN LANGUAGE AND LITERATURE

FOR SENIORS AND GRADUATES

German 201-202. Goethe.—6 s.h. PROFESSOR KRUMMEL

German 207-208. German Romanticism.—6 s.h.
PROFESSOR VOLLMER

German 209-210. Nineteenth-Century Drama.—6 s.h.
PROFESSOR KRUMMEL
[Not offered in 1935-1936]

German 211-212. Heinrich Heine.—6 s.h. PROFESSOR VOLLMER
[Not offered in 1935-1936]

German 213-214. German Literature during the Empire, 1870-1914.—6 s.h.
PROFESSOR VOLLMER

FOR GRADUATES

301-302. Gothic—Old German.—6 s.h. PROFESSOR VOLLMER

GREEK

FOR SENIORS AND GRADUATES

201-202. Greek Drama.—Selected plays are read, and their dramatic construction and distinctive features are discussed. **6 s.h.**
PROFESSOR PEPPLER

203-204. Homer.—*Odyssey.* **Pindar and Bacchylides. 6 s.h.**
PROFESSOR PEPPLER

205-206. Greek Historians.—Herodotus, Books VII and VIII; Thucydides, Books VI and VII. **6 s.h.** PROFESSOR PEPPLER

207-208. Greek Orators.—Selected speeches. **6 s.h.**
PROFESSOR PEPPLER

* Open only to graduates of professional schools of forestry of recognized standing who have satisfactorily completed introductory courses in forestry and allied subjects.

209-210. Plato.—*Symposium, Protagoras,* and parts of the *Republic.* **6 s.h.** ASSISTANT PROFESSOR WAY

211-212. Aristophanes.—Selected comedies. **6 s.h.**
PROFESSOR PEPPLER

(Only one of the six courses listed above is offered each year.)

243. Athenian Topography.—The topography and monuments of ancient Athens. **3 s.h.** ASSISTANT PROFESSOR WAY

244. Greek Epigraphy.—Lectures on the history of the alphabet and the development of the local Greek alphabets, followed by extensive reading of inscriptional texts in facsimile. **3 s.h.** ASSISTANT PROFESSOR WAY

245. Greek Dialects.—A linguistic study of transliterated inscriptions illustrative of the major Greek dialects. The interrelations of the dialectal forms are examined, with reference, where possible, to their origin in pro-ethnic Greek. **3 s.h.** ASSISTANT PROFESSOR WAY

246. Greek Historical Inscriptions.—The more valuable historical inscriptions are read in chronological order and interpreted in their general bearing upon the course of Greek history. **3 s.h.**
ASSISTANT PROFESSOR WAY

247-248. Greek Archaeology.—Advanced course in the general field for seniors and graduates, comprising architecture, sculpture, vases, and the minor arts. **6 s.h.** ASSISTANT PROFESSOR WAY

(Of the courses numbered from 243 to 248 only two semester-courses are offered each year.)

FOR GRADUATES

The more advanced work of the graduate department is done in the seminar. One author or group of authors forms the center of study each year. Seminars are offered in *Aristophanes* (course 301-302), the *Greek Historians* (303-304), the *Attic Orators* (305-306), and the *Greek Tragic Poets* (307-308). These run through a cycle of four years. In 1935-1936 the work will be

307-308. Seminar in the Tragic Poets.—6 s.h. PROFESSOR PEPPLER

Graduate students of Duke University may attend the American School of Classical Studies in Athens, Greece, without charge for tuition, and they are eligible to compete for the fellowships that are offered annually by the School. These consist of two fellowships in Greek archaeology and one in the language, literature, and history of ancient Greece, each with a stipend of $1,400. They are awarded mainly on the basis of examinations held in the beginning of March of each year.

HISTORY

AMERICAN HISTORY

FOR SENIORS AND GRADUATES

209-210. Constitutional History of the United States, 1763-1860.—Among the subjects considered are the issues and nature of the Revolution, the problems of the confederation, the nature of the constitution in the light of its early interpretations, the rise of political parties, sectionalism and its attendant political and economic interests, and the slavery controversy. **6 s.h.** PROFESSOR BOYD

[Not offered in 1935-1936]

215-216. History of the Foreign Relations of the United States.—This course traces the history of American diplomacy since 1789. Prerequisites, courses 91 and 92. **6 s.h.** PROFESSOR RIPPY

[Not offered in 1935-1936]

230. The History of North Carolina.—The evolution of the commonwealth from its origins to the present is traced with particular emphasis on social conditions and the recent period. **3 s.h.** PROFESSOR BOYD

231. The Hispanic Colonies of the New World.—The development of the Iberian states as colonizing powers, the work of the conquerors, the Spanish colonial policy and system, their influences and results, native races, the international contest for supremacy, and the decay of Spanish power in America and the Philippines. **3 s.h.** DR. LANNING

233-234. The Hispanic-American Republics.—A survey of the political, economic, and social development of the Hispanic-American nations since the beginning of the movement for independence in 1810. Considerable attention is also given to the foreign commerce and foreign relations of these nations. **6 s.h.** PROFESSOR RIPPY

[Not offered in 1935-1936]

FOR GRADUATES

303. The Union, Confederacy, and Reconstruction.—The subjects considered are the rise of secession, the constitutional and economic problems of the Union and Confederacy, and the political and economic adjustments during reconstruction. **4 s.h.** PROFESSOR BOYD

306. Southern History, 1763-1860.—The rôle of the South in American political and social development is traced with special reference to local conditions, state and regional. Among the topics emphasized are political ideals and political parties, southwestern expansion, cotton culture and slavery, local sectionalism, transportation, education, the churches, and the movement for secession. **4 s.h.** PROFESSOR BOYD

[Not offered in 1935-1936]

307. The Colonial Period, 1606-1763.—Emphasis is placed on certain typical institutional and social origins and the development of British policy toward the colonies. **4 s.h.** PROFESSOR BOYD

[Not offered in 1935-1936]

308. Studies in the Social History of the United States.—4 s.h.
Professor Shryock

315. Seminar in Southern History.—Selected topics in the development of the South Atlantic region, chosen from year to year, in different periods in its development. **2 s.h.** Professors Boyd and Shryock

321. Studies in the Diplomatic History of the United States.—A research course, open to students approved by the instructor. The aim is to give a familiarity with the sources and literature of South-American diplomatic relations and to investigate related topics in chosen fields from year to year. These fields are (a) Independence Movement of Latin America, (b) Latin-American Foreign Relations, and (c) Sectionalism and American Foreign Relations. **4 s.h.** Professor Rippy
[Not offered in 1935-1936]

322. Seminar in American Social History.—2 s.h.
Professor Shryock

EUROPEAN HISTORY

FOR SENIORS AND GRADUATES

205-206. English Constitutional History.—After a brief review of the Anglo-Saxon period a detailed study is made of those medieval institutions which form the basis of the British constitution. This is followed in the second semester by a general survey of the changes wrought in English political history during the seventeenth and eighteenth centuries, the main lines of constitutional development since 1800, and an outline of the British government as it exists today. **6 s.h.**
Professor Laprade
[Not offered in 1935-1936]

217-218. Europe Since 1870.—International relations since the Franco-German War is the chief subject of study in this course; special emphasis is placed upon the underlying economic and political influences. **6 s.h.**
Associate Professor Carroll
[Not offered in 1935-1936]

219-220. The History of the European Proletariate.—This course is concerned chiefly with the origins, expansions, and organization of the industrial working classes of Europe. The following problems are emphasized: the decline of serfdom, the growth of an urban working class and social revolutions in England, France, and Germany prior to the eighteenth century, the results of the Industrial Revolution, and labor movements and theories during the nineteenth and twentieth centuries. **6 s.h.** Associate Professor Carroll

221-222. The Age of the Renaissance.—The decline of characteristic features of medieval civilization and the rise of modern European institutions with particular attention to intellectual movements from Dante to Erasmus. **6 s.h.** Assistant Professor Nelson

223-224. Medieval Institutions and Culture.—A consideration of the classical heritage, the Germanic infusion, development of ecclesiastical, feudal, monarchical, and communal institutions, relations of Church and State, the rise of universities, vernacular literature, philosophy, and art, in the period 300-1300 A.D. **6 s.h.** ASSISTANT PROFESSOR MACKAY

225-226. The Age of the Reformation.—A survey of European civilization from 1500 through the Peace of Westphalia. **6 s.h.**

[Not offered in 1935-1936] ASSISTANT PROFESSOR NELSON

FOR GRADUATES

305. A Seminar in the History of England and the British Empire.—The work consists of practical training in the methods of historical research based on sources for modern British history. **2 s.h.**

PROFESSOR LAPRADE

317. A Seminar in Recent European History.—2 s.h.

ASSOCIATE PROFESSOR CARROLL

325. British Nationality and Public Opinion.—A study of the various political and social groups that have contended for power in England since the sixteenth century and the methods they used. **4 s.h.**

[Not offered in 1935-1936] PROFESSOR LAPRADE

327. Modern Phases of the English Constitution.—A brief review of the medieval constitution, followed by a more intensive study of certain aspects of its development in the sixteenth, seventeenth, and eighteenth centuries. **4 s.h.** PROFESSOR LAPRADE

328. Foundations of the British Empire.—The growth of the British trade and colonization in the sixteenth, seventeenth, and eighteenth centuries including the causes in Great Britain of the American Revolution. **4 s.h.** PROFESSOR LAPRADE

[Not offered in 1935-1936]

THE TEACHING OF HISTORY

FOR SENIORS AND GRADUATES

211. The Teaching of History and Civics.—The work consists of a discussion of the question of aims and values in teaching history and civics, textbooks, programs of study, methods of instruction, the use of maps and pictures, the making of lesson-plans for use in the high school, and other problems of high school teaching. *Hours to be arranged. First semester.* **3 s.h.** DR. MANCHESTER

BIBLIOGRAPHY

FOR GRADUATES

326. Historiography and Bibliography.—A survey of the development of historical writing, an examination of the greater collections of historical sources, and a consideration of the inter-relationship of history and other branches of social knowledge. **2 s.h.** *Hours to be arranged.*

[Not offered in 1935-1936] MEMBERS OF THE DEPARTMENT

LATIN AND ROMAN STUDIES

While the degree of master of arts may be attained in one academic year, it is highly desirable that prospective candidates attend a six weeks term of the Summer School first. A satisfactory working knowledge of German and French is a necessity for graduate students in Classics. At present Greek, French, Philosophy, and English are the most suitable minor subjects in a course of study carrying Latin as a major for the M.A. degree. All candidates for the master of arts degree are required to take the Latin Seminar, and candidates for the doctorate are required to take at least two seminars in Latin for a Latin major.

FOR SENIORS AND GRADUATES

203-204. Roman Epic Poetry.—The development and significance of the Epic in Latin Literature, with considerable reading in the Roman epic poets. **6 s.h.** ASSISTANT PROFESSOR GATES

205-206. Roman Drama.—
[Not offered in 1935-1936]

207-208. Roman Philosophy.—Lucretius, *De Rerum Natura;* selected readings from the philosophical works of Cicero and Seneca. **6 s.h.**
PROFESSOR ANDERSON

209-210. Vulgar Latin and Introduction to Romance Philology.—
[Not offered in 1935-1936]

215. Introduction to Roman Art and Archaeology.—
[Not offered in 1935-1936]

216. Topography and Monuments of Ancient Rome.—A study of the site of Rome, its development and expansion; city plan; public buildings, dwelling houses, aqueducts, sewers, fora, theaters, shops, etc. **3 s.h.**
PROFESSOR ROSBOROUGH

229-230. Sight Reading and Composition.—
[Not offered in 1935-1936]

251-252. Roman Life.—
[Not offered in 1935-1936]

261-262. Latin Epigraphy.—An introduction to Latin Epigraphy, *first semester;* followed by a study of important historical inscriptions, including the *Monumentum Ancyranum, second semester.* **6 s.h.**
PROFESSOR ROSBOROUGH

275-276. Linguistics.—The sounds, forms, and flections of Latin and Greek; the development of the study of syntax among the Greeks; the historical syntax of Latin. **6 s.h.** PROFESSOR ANDERSON

281-282. Roman Historical Literature.—
[Not offered in 1935-1936]

FOR GRADUATES

The more advanced graduate work of the department is done in the seminar. A chosen author or field is made the basis for study in interpretation, criticism, and research. The authors or subjects vary from year to year, and in 1935-1936 one of the following will later be chosen:

321-322. Seminar in Plautus.—6 s.h. PROFESSOR ANDERSON
[Not offered in 1935-1936]

341-342. Seminar in the Alexander Romance With Special Reference to the Version of Julius Valerius.—6 s.h. PROFESSOR ANDERSON
[Not offered in 1935-1936]

351-352. Seminar in Martial.—6 s.h. PROFESSOR ROSBOROUGH

361-362. Seminar in Horace.—6 s.h. PROFESSOR ANDERSON
[Not offered in 1935-1936]

MATHEMATICS

The department offers basic courses in each of the main divisions of mathematics; namely, algebra, analysis, geometry, and applied mathematics.

Because of the important mathematical literature which is written in the French and German languages, all students taking graduate work in mathematics should have a practical reading knowledge of these languages near the beginning of their graduate study.

As the Ph.D. degree is a research degree the original dissertation is the most important of the formal requirements. A candidate for the Ph.D. degree should have in mind the dissertation requirement from the outset and plan his courses accordingly.

The master's degree with major in mathematics will be awarded primarily on the basis of scholarship. For it the thesis may be an exposition of results already known. Each candidate for the master's degree must take a group of basic courses approved by the department.

Graduate students are expected to have undergraduate credit for a number of the courses listed below before they begin their program of graduate work. Students who have not had any of these courses and who desire to become candidates for the master's degree must take at least six semester-hours of such work in addition to the general requirements specified for this degree. This work should be done in the summer session prior to the year of residence.

Not all the courses listed will be given every year.

FOR SENIORS AND GRADUATES

201. History of Mathematics.—This course deals with the evolution of the following topics: number system, arithmetic, geometry, algebra, trigonometry, analytical geometry, calculus, modern geometry. Brief sketches of the lives of the builders of mathematics will be given. **3 s.h.** (w)
PROFESSOR RANKIN

***204. The Teaching of Mathematics.**—A study of the fundamental processes in mathematics, the literature on mathematics, methods of study, content of courses, special features, applications, correlation of different branches of mathematics. **3 s.h.** (w) PROFESSOR RANKIN

Prerequisite, course 100 unless the two are taken simultaneously.

207. Fundamental Concepts of Algebra and Geometry.—This course deals with the concepts: number, variable, function, limit, group, symbolism, definition, postulate, axiom, proposition, space, and proof. **3 s.h.** PROFESSOR RANKIN

Prerequisite, course 100.

225. Theory of Equations and Determinants.—3 s.h. PROFESSOR ELLIOTT

Prerequisite, course 55.

226. Galois Theory of Equations.—The notion of a field. Properties of finite groups. The group of an equation over a field. Criteria for solvability by means of radicals. **3 s.h.** (w) ASSISTANT PROFESSOR CARLITZ

Prerequisite, course 225.

228. Number Theory.—A study of elementary properties of integers; operations with respect to a modulus; theorems of Fermat and Wilson. **3 s.h.** ASSISTANT PROFESSOR ROBERTS

Prerequisite, course 100.

229. Theory of Algebraic Numbers.—Ideals and unique factorization. Divisors of the discriminant. Determination of the class number. **3 s.h.** (w) ASSISTANT PROFESSOR CARLITZ

Prerequisite, course 225.

231. Differential Equations.—A study of the more common types of ordinary differential equations. Primarily a problem course for engineers. **3 s.h.** PROFESSOR ELLIOTT

Prerequisite, course 100.

235-236. Modern Higher Algebra.—A study of linear dependence and the solution of a set of linear equations. Study of matrices, linear transformations, invariants of linear transformations, and bilinear forms. **6 s.h.** PROFESSOR THOMAS

Prerequisite, course 55.

239-240. Advanced Calculus.—This course is a study of the processes of the calculus, their meanings and applications. It is designed to furnish a necessary preparation for advanced work in analysis and applied mathematics. **6 s.h.** PROFESSOR ELLIOTT

Prerequisite, course 100.

250. Modern Geometry.—Modern geometry of the triangle, transversals, harmonic sections, harmonic properties of the circle, inversions, poles, polars, etc. Valuable to teachers of high-school geometry. **3 s.h.** PROFESSOR RANKIN

Prerequisite, course 55.

* This course carries graduate credit only for students whose major subject is education.

252. Non Euclidean Geometry.—An introduction to the geometry of Bolyai and Lobachevsky. **3 s.h.** ASSISTANT PROFESSOR ROBERTS
Prerequisite, course 100.

255-256. Projective Geometry.—The elements of projective geometry treated synthetically. Introduction to homogeneous coördinates with application to projective geometry. Study of different types of collineations. **6 s.h.** PROFESSOR THOMAS
Prerequisite, course 55.

259-260. Analytic Geometry of Space.—The usual topics treated in cartesian and homogeneous coördinates. An introduction to differential geometry is included. **6 s.h.** PROFESSOR ELLIOTT
Prerequisite, course 55.

270. Topology.—Axiomatic treatment of the fundamental ideas. **3 s.h.** ASSISTANT PROFESSOR ROBERTS
Prerequisite, course 239.

275. Probability.—Introductory course. Combinatory analysis, mean values, Bernoulli's theorem, the probability integral, statistics. **3 s.h.** ASSISTANT PROFESSOR MILES
Prerequisite, course 100.

276. Probability.—Continuation of course 275. Geometrical probability, probability of causes, theory of errors, applications. **3 s.h.** ASSISTANT PROFESSOR MILES

280. Fourier's Series and Spherical Harmonics.—The properties of Fourier's series and spherical harmonics with application to problems of mathematical physics. Either semester. **3 s.h.** ASSISTANT PROFESSOR DALE
Prerequisite, course 100.

281. Elementary Potential Theory.—Fields of force: Newtonian potentials due to volume and to surface distributions. Primarily for students who are interested in mathematical physics. **3 s.h.** ASSISTANT PROFESSOR MILES
Prerequisite, course 100.

284. Vector Analysis.—This course is a study of the different vector products and the calculus of vectors, with applications to geometry and mechanics. **3 s.h.** PROFESSOR ELLIOTT
Prerequisite, course 100.

FOR GRADUATES

325-326. Functions of a Real Variable.—A study of continuous functions, sequences of functions, measure of point sets, and elementary theories of integration. ASSISTANT PROFESSOR ROBERTS
Prerequisite, course 240.

327-328. Modern Theories of Integration.—A study of Lebesgue and Stieltjes integrals, with applications to boundary value problems. **6 s.h.**
ASSISTANT PROFESSOR MILES

Prerequisite, course 239-240.

330-331. Theory of Functions of a Complex Variable.—Study of analytic functions; conformal representation; the theory of infinite series and products with application to hyperbolic and Gamma functions, study of doubly periodic functions. **6 s.h.** ASSISTANT PROFESSOR HICKSON

Prerequisite, course 239-240.

333-334. Analytic Theory of Numbers.—Distribution of primes. Primes in an arithmetic progression. The Waring and Goldbach problems. **6 s.h.**
ASSISTANT PROFESSOR CARLITZ

Prerequisite, course 325-326.

335-336. Infinite Series.—The theory of convergence and the algebraic and functional properties of series; special types of series; infinite products; divergent series. **6 s.h.** ASSISTANT PROFESSOR DALE

Prerequisite, course 239-240.

337-338. Existence Theorems.—Both systems of partial differential equations and Pfaffian systems are discussed. Particular attention is given to the theorems of Cauchy, Riquier, and Cartan, and to singular integral varieties whose existence is not predicted by them. **6 s.h.**
PROFESSOR THOMAS

Prerequisite, course 239-240.

340-341. Integral Equations.—A study of the Volterra and Fredholm integral equations with special reference to their application to boundary problems of differential equations. **6 s.h.** PROFESSOR ELLIOTT

Prerequisites, courses 231 and 239-240.

342-343. Theory of Differential Equations.—Existence and nature of solutions of ordinary differential equations, algebraic theory of linear differential systems, boundary problems. **6 s.h.** PROFESSOR ELLIOTT

Prerequisites, courses 231 and 239-240.

345-346. Calculus of Variations.—This course will take up the study of the calculus of variations after the methods of Euler, Jacobi, Weierstrass, and Bolza. **6 s.h.** ASSISTANT PROFESSOR HICKSON

Prerequisites, courses 231, 239-240.

347-348. Elliptic Functions.—The Weierstrass elliptic function. The Jacobi functions. The theta functions, and their application to the theory of numbers. **6 s.h.** ASSISTANT PROFESSOR CARLITZ

Prerequisite, course 239-240.

350-351. Differential Geometry.—An elementary course in differential geometry. A study of the differential geometry of curves, surfaces, and curves on surfaces. **6 s.h.** PROFESSOR THOMAS

Prerequisites, courses 231, 239-240.

355. Algebraic Geometry.—The general theory of algebraic curves with applications to cubic curves. Study of certain types of transformations. **3 s.h.** ASSISTANT PROFESSOR DALE

Prerequisite, course 235.

375-376. Partial Differential Equations.—A study of some of the important types of differential equations of mathematical physics. **6 s.h.** ASSISTANT PROFESSOR MILES

Prerequisites, courses 231, 239-240.

380-381. Potential Theory.—Properties of harmonic functions. Boundary value problems for potentials of a single and of a double layer. **6 s.h.** ASSISTANT PROFESSOR MILES

Prerequisite, course 325-326, unless the two courses are taken simultaneously.

PHILOSOPHY

FOR SENIORS AND GRADUATES

201-202. The Philosophy of Art.—Study of the various phases of the aesthetic experience and forms of beauty with analysis of examples. Particular attention will be given to recent writers on aesthetics. Lectures, discussion, and reports. *M.W. fifth period.* **6 s.h.** (E) PROFESSOR GILBERT

[Not offered in 1935-1936]

203. The Philosophy of Conduct.—This course attempts a critical inquiry into the fundamental concepts and principles of human conduct, approached from the standpoint of nature, psychology, and philosophy. It analyzes the content of moral consciousness, and seeks to find the laws that rule in the realm of virtue and finally to discover the ultimate nature of the right. Lectures and textbooks. Text used: Everett's *The World of Values. Fourth period, T.Th.S.* **3 s.h.** (W) PROFESSOR CRANFORD

204. Christian Ethics.—This course attempts a critical inquiry into the fundamental concepts and principles of conduct in the light of Christianity. It seeks to show the practical application of these concepts and principles in a doctrine of Christian virtue and duties. Lectures and textbook. Text used: Smythe's *Christian Ethics. Fourth period, T.Th.S.* **3 s.h.** PROFESSOR CRANFORD

205. The Philosophy of History.—An inquiry into the logic and methodology of the knowledge of history, and into the metaphysical implications of history. Lectures, discussions, reports. *T.Th. 10:40-11:55.* **3 s.h.** PROFESSOR WIDGERY

[Not offered in 1935-1936]

207. Political Philosophy.—The bases of political authority and the ideals of political organization, with reference to the prevalent political systems of Russia, Italy, Germany, England, and the United States. *Third period, T.Th.S.* **3 s.h.** PROFESSOR WIDGERY

209-210. The Philosophy of Religion.—A critical consideration of the data of empirical religion and the constructive development of a modern philosophy of religion. Lectures, discussions, reports. *T.Th. 2-3:15 p.m.* **6 s.h.** (w) PROFESSOR WIDGERY

211-212. The History of Philosophy.—The history of European philosophical speculation from its rise among the Greeks to the middle of the nineteenth century. Lectures, study of texts, reports. **6 s.h.** (w) PROFESSOR WIDGERY

[Not offered in 1935-1936]

213-214. History of Aesthetics.—The tracing of the historical solutions of traditional problems, such as the nature of imitation, symbolism, the ugly, sublime, and the comic, the relation of art to nature, to morals, and to economics, the relation of the particular arts to each other, the standard of taste. General theories will be illustrated and tested by examples from the arts. Reading and discussion. *M.W. 2:15-3:30 p.m.* **6 s.h.** (E) PROFESSOR GILBERT

216. Contemporary Philosophy.—A study of the leading philosophical movements in Europe and America in the last fifty years. Lectures, discussions, and reports. *T.Th. 10:40-11:55.* **3 s.h.** PROFESSOR WIDGERY

[Not offered in 1935-1936]

221. Spinoza.—Detailed study of Spinoza's works showing the development of his own thought and his relation to his contemporaries. Lectures and reports. *M.W.F. third period.* **3 s.h.** (w) PROFESSOR GILBERT

[Not offered in 1935-1936]

223-224. Idealism and Rationalism.—A survey of idealistic systems of philosophy, with chief emphasis on the more recent developments in idealistic thinking. Lectures and assigned readings with reports. *T.Th.S. third period. M.W.F. second period.* **6 s.h.** PROFESSOR CRANFORD

226. History of Ethics.—**3 s.h.** *T.Th.S. 10:40.* PROFESSOR WIDGERY

227. Hegel.—A study of a selection of the texts together with recent interpretations. Lectures and reports. *M.W.F. third period.* **3 s.h.** PROFESSOR GILBERT

FOR GRADUATES

301-302. Seminar in Philosophy.—For the discussion of special problems, chiefly metaphysical. Two hours a week throughout the year. Time to be arranged. **4 s.h.** PROFESSOR WIDGERY

303. Seminar in the History of Modern Philosophy.—Selected texts, with readings in German and French. Two hours a week throughout the year. **4 s.h.** PROFESSOR WIDGERY

[Not offered in 1935-1936]

PHYSICS

FOR SENIORS AND GRADUATES

The following courses are arranged primarily for senior students, but they are open to graduate students. An elementary knowledge of calculus and credit for 12 semester-hours in Physics is presumed in all of the following courses.

203-204. Analytical Mechanics.—Geometry of motion; kinematics of a particle and of a rigid body; statics; kinetics of a particle and of a rigid body; relative motion; general principles of mechanics. **6 s.h.**

DR. MOUZON

205-206. Physical Optics.—This course deals with interference, diffraction, polarization, absorption, dispersion; in general it will cover those topics treated in a text such as Wood's *Physical Optics*. Two lectures and one three-hour laboratory period per week. **6 s.h.**

PROFESSOR HATLEY

207-208. Electricity and Magnetism.—This course covers the fundamental phenomena of direct and alternating currents and magnetisms. Page and Adams' *Electricity and Magnetism* is used as a basis for the lectures. Three lectures per week, throughout the year. **6 s.h.**

ASSISTANT PROFESSOR CONSTANT

211-212. History of Physics.—A rapid review of the fundamental laws of physics developed from the historical point of view. First or second semester. **2 s.h.** PROFESSOR EDWARDS

213-214. Contemporary Physics.—A course which covers in a descriptive manner the fundamental concepts and experimental basis of modern theories of the structure of matter. **6 s.h.**

ASSISTANT PROFESSORS NIELSEN AND CONSTANT AND DR. MOUZON

215-216. Advanced Physics Laboratory.—Experiments correlated with Physics 213-214 in addition to certain of the classical experiments of physics. Those who have not had the equivalent are recommended to take concurrently Physics 213-214. This course may also be taken separately. **2-4 s.h.**

ASSISTANT PROFESSORS NIELSEN AND CONSTANT AND DR. MOUZON

FOR GRADUATES

303-304. Kinetic Theory of Matter.—Gas laws; Maxwell's distribution law; mean free path; viscosity; heat conductivity; diffusion; phenomena in gases at low pressure. **6 s.h.** ASSISTANT PROFESSOR NIELSEN

305-306. Introduction to Theoretical Physics.—Lectures and problems on the fundamental principles and mathematical theory of the general field of physics, constituting a thorough foundation for subsequent specialization and more intensive study. **6 s.h.**

ASSISTANT PROFESSOR CONSTANT

311. Conduction of Electricity Through Gases.—Electron theory of conduction through gases; spark and glow discharges; electric arcs; excitation of spectra; energy levels; radioactive radiations. **3 s.h.**

PROFESSOR EDWARDS

[Not offered in 1935-1936]

312. Spectroscopy.—First, a study is made of the physics and the adjustments of the various types of instruments to be used in the course. This is followed by a consideration of the methods employed in exciting the various types of spectra in the sensitization of plates, in the photography of the optical spectrum, in the study of line intensities, and in the computation of wave lengths from photographs of spectra. **3 s.h.**

PROFESSOR EDWARDS

[Not offered in 1935-1936]

315-316. Principles of the Quantum Theory.—The origin and fundamental concepts of the quantum theories. The mechanics and principles of the Bohr-Sommerfeld theory are followed by those of the more recent theories of wave and matrix mechanics, as developed by De Broglie, Schroedinger, Heisenberg, Born, Jordan and Dirac. **6 s.h.**

ASSISTANT PROFESSOR CONSTANT

[Not offered in 1935-1936]

317. Advanced Dynamics.—A course which deals with the more advanced phases of dynamics and such topics as the equations of Lagrange and Hamilton; generalized coördinates, oscillatory and cyclic motion; criteria of equilibrium; and the Newtonian potential theory. Prerequisites, Mathematics 231, 239, 240, and Physics 203-204. **3 s.h.**

DR. MOUZON

318. Electrodynamics.—A theoretical study of electromagnetic fields based on the special theory of relativity. Topics included are: the special theory of relativity, fields of moving charges, electromagnetic origin of mass, electromagnetic radiation, and the electromagnetic theory of light. **3 s.h.**

ASSISTANT PROFESSOR CONSTANT

320. X-rays.—The properties of X-rays are interpreted in terms of the interaction between radiation and electrons. An effort is made to gain from a study of available X-ray data a better understanding of the structure of the atoms and of the nature of X-rays themselves. **3 s.h.**

PROFESSOR HATLEY

323. Theory of Atomic Spectra.—A study of the structure of atomic spectra. **3 s.h.**

ASSISTANT PROFESSOR NIELSEN

[Not offered in 1935-1936]

324. Theory of Molecular Spectra.—A study of the structure of molecular spectra. **3 s.h.**

ASSISTANT PROFESSOR NIELSEN

[Not offered in 1935-1936]

325. Thermodynamics.—A fundamental treatment of the two laws and their experimental foundation, with applications particularly to the properties of gases. **3 s.h.**

ASSISTANT PROFESSOR NIELSEN

326. Statistical Mechanics.—Comparison of the methods of ordinary and statistical mechanics; properties of statistical ensembles will be discussed with applications to the Maxwell-Boltzmann distribution law; equipartition of energy; entropy; and thermodynamics probability. Modifications brought about by quantum theory will be introduced and applied to the emission and absorption of radiation and collisions of the first and second kinds. **3 s.h.** ASSISTANT PROFESSOR NIELSEN

351-352. Seminar.—A series of weekly discussions on topics related to the research projects under investigation in the department.
ASSISTANT PROFESSORS NIELSEN AND CONSTANT AND DR. MOUZON

353-354. Thesis Seminar.—Students who are properly qualified may carry on research work under the direction of members of the staff.
THE STAFF

Courses in Electrical Engineering open to students in Physics desiring minor work in Electrical Engineering.

257. Principles of Electrical Engineering: Advanced Alternating Currents.—The algebra of vectors and complex quantities used in electrical engineering. An advanced course in alternating currents and alternating current circuits. Prerequisites, Engineering courses 151-152, Mathematics 25, 30, 231. **3 s.h.** (E) PROFESSOR SHEALER

258. Principles of Electrical Engineering: Advanced Alternating Currents.—An advanced course consisting of lectures, recitations and laboratory tests, covering the principles underlying the construction and operation of alternating current machinery. A study of synchronous generators, motors, transformers, parallel operation of alternators, synchronous converters, polyphase, induction motors and single-phase induction series, and repulsion motors. Prerequisite, Engineering 257. **6 s.h.** (E)
PROFESSOR SHEALER

261-262. High Frequency Alternating Currents.—An advanced course on principles of wire and wireless communication. A thorough study is made of the theory of couples circuits, antenna radiation, wave propagation over metallic circuits, nature of speech and sound, vacuum tubes, vacuum tube circuits, and wire and wireless telephone circuits. **6 s.h.** (E) PROFESSOR SEELEY

263-264. Mathematical Analysis of Electrical Circuits.—An advanced course on the detailed mathematical analysis of certain circuits used in electrical engineering with an introduction to the use of operational calculus as applied to electric circuits. Prerequisites, Engineering 151-152, and Mathematics 231. **6 s.h.** (E) PROFESSOR SEELEY

POLITICAL SCIENCE

FOR SENIORS AND GRADUATES

207. American Constitutional Law and Theory.—A study of leading principles of American Government, as developed through judicial interpretation of the Constitution. **3 s.h.** (w) PROFESSOR WILSON

[Not offered in 1935-1936]

209. State and Local Governments in the United States.—A study of the historical development of state and local governments, their present organization, their relation to each other and to the federal government. **3 s.h.** (w) PROFESSOR RANKIN

223. Political Thought to the Seventeenth Century.—A survey of political thought from the time of Plato to the close of the sixteenth century, with emphasis upon concepts of continuing importance. **3 s.h.** (w) PROFESSOR WILSON

224. Modern Political Theory.—Political theories of the seventeenth, eighteenth, and nineteenth centuries are studied, with particular reference to their influence upon modern political institutions. **3 s.h.** (w) PROFESSOR WILSON

225-226. Comparative Government.—A survey of government in modern states, dealing particularly with the political systems of the British Empire, France, Germany, Italy, Japan, Russia, and Switzerland. **6 s.h.** (w) MR. ————

227-228. International Law and International Organization.—Elements of public international law, with particular attention to interpretation and application by the United States. Certain international organizations are studied with special reference to their significance for international law. **6 s.h.** (w) PROFESSOR WILSON

229. American Political Institutions.—A study of the formation and development of institutions of the national government in the United States, with historical and analytical treatment. **3 s.h.** (w) PROFESSOR RANKIN

294. Municipal Government and Administration.—A study of general problems related to the structural system and activities of municipalities in the United States. Special reference is made to the problems of municipal government in North Carolina. **3 s.h.** (w) PROFESSOR RANKIN

FOR GRADUATES

310. Seminar in State Government.—Open to students who have completed Course 209 or its equivalent. **3 s.h.** (w) PROFESSOR RANKIN

328. Seminar in International Law.—Open to students who have completed Course 227-228 or its equivalent, or who may be taking Course 227-228. **3 s.h.** (w) PROFESSOR WILSON

[Not offered in 1935-1936]

PSYCHOLOGY

FOR SENIORS AND GRADUATES

201. Social Psychology.—2 s.h. (w)

PROFESSOR MCDOUGALL

202. Psychology of Aesthetics.—3 s.h.

ASSOCIATE PROFESSOR LUNDHOLM

205-206. General Psychology from a Personalistic Basis.—2 s.h.

VISITING PROFESSOR STERN

208. Neurological Foundations of Psychology.—4 s.h.

ASSISTANT PROFESSOR ZENER

209. Advanced Laboratory Psychology, With Lectures.—4 s.h.
Seniors with permission of instructor.

ASSISTANT PROFESSOR ZENER

210. Physiological Psychology.—3 s.h.

ASSISTANT PROFESSOR ZENER

[Not offered in 1935-1936]

212. Psychology of Childhood and Growth.—1 s.h.
(Selected problems.)

VISITING PROFESSOR STERN

[Not offered in 1935-1936]

215. Child Psychology.—3 s.h.

ASSISTANT PROFESSOR ADAMS

216. Seminar in Comparative Psychology.—2 or 3 s.h.

ASSISTANT PROFESSOR ADAMS

[Not offered in 1935-1936]

217. Gestalt Theory.—3 s.h.

ASSISTANT PROFESSOR ADAMS

[Not offered in 1935-1936]

219. History of Psychology.—2 s.h.

PROFESSOR MCDOUGALL

[Not offered in 1935-1936]

223. Abnormal Psychology.—3 s.h.

ASSOCIATE PROFESSOR LUNDHOLM

224. Laboratory Methods in Animal Psychology.—3 s.h.

ASSISTANT PROFESSOR ADAMS

225. Contemporary Schools of Psychology.—3 s.h.

ASSISTANT PROFESSOR ZENER

231-232. Introduction to Research.—2 or 3 s.h.

PROFESSOR MCDOUGALL, VISITING PROFESSOR STERN, ASSOCIATE PROFESSORS LUNDHOLM AND RHINE, AND ASSISTANT PROFESSORS ADAMS AND ZENER

FOR GRADUATES

302. Seminar in Abnormal Psychology.—2 or 3 s.h.
ASSOCIATE PROFESSOR LUNDHOLM

303-304. Research.—2 or 3 s.h.
PROFESSOR MCDOUGALL, VISITING PROFESSOR STERN, ASSOCIATE PROFESSORS LUNDHOLM AND RHINE, AND ASSISTANT PROFESSORS ADAMS AND ZENER

305. Seminar.—2 or 3 s.h.
PROFESSOR MCDOUGALL

306. Seminar in Child Psychology.—2 or 3 s.h.
ASSISTANT PROFESSOR ADAMS

307. Seminar on Psychology of Personality.—3 s.h.
ASSOCIATE PROFESSOR RHINE

309. Theory of Learning.—3 s.h.
ASSISTANT PROFESSOR ADAMS

310. Introduction to and Critical Survey of Parapsychology (Psychical Research).—1 s.h.
ASSOCIATE PROFESSOR RHINE

311. Seminar.—2 or 3 s.h.
VISITING PROFESSOR STERN

RELIGION

NEW TESTAMENT

FOR SENIORS AND GRADUATES

213-214. The Beginnings of Christianity.—A survey course dealing with the background, the beginnings and the early history of Christianity. Special attention is given to the creation of the literature of the New Testament. *M.W.F. second period.* **6 s.h.** DR. CLARK

217. The New Testament in Greek.—Rapid reading of the Greek text of the New Testament. Prerequisite, six semester-hours study of the Greek language. *T.Th.S. second period.* **3 s.h.** DR. CLARK

218. Galatians and I Corinthians.—A detailed study of two of Paul's major epistles. The course will be based on the Greek text. Prerequisite, New Testament 217 or its equivalent. *T.Th.S. second period.* **3 s.h.** DR. CLARK

219. Life of Paul.—A study of Paul's life on the basis of the Acts and the epistles. Consideration is given to Paul as a man, the factors entering into his character, and his permanent contribution to the world. *M.W.F. second period.* **3 s.h.** PROFESSOR MYERS

220. I Peter and the Gospel of John.—A detailed study of two of the non-Pauline writings of the New Testament. The course will be based on the Greek text. Prerequisite, New Testament 217 or its equivalent. *T.Th.S. second period.* **3 s.h.** DR. CLARK

[Not offered in 1935-1936]

FOR GRADUATES

311. The Life and Teachings of Jesus.—Prerequisite, New Testament 213-214. *M.W.F. third period.* **3 s.h.** PROFESSOR BRANSCOMB

312. New Testament Theology.—The religious teaching of the books of the New Testament. Prerequisite, New Testament 213-214. *M.W.F. third period.* **3 s.h.** PROFESSOR BRANSCOMB

314. Romans, James, and I John.—A detailed study of three different types of early Christian thought. The course will be based on the English text. Prerequisite, New Testament 213-214. *T.Th.S. fourth period.* **3 s.h.** PROFESSOR BRANSCOMB

315. Judaism at the Beginning of the Christian Era.—A study of Judaism from the time of Ben Sirach to the writing of the Mishna. Prerequisite, New Testament 213-214. *T.Th.S. third period.* **3 s.h.**
PROFESSOR BRANSCOMB

316. Hellenistic Religions at the Beginning of the Christian Era.—Prerequisite, New Testament 213-214. *T.Th.S. third period.* **3 s.h.** DR. CLARK

317. Textual Criticism.—A study of the material for the reconstruction of the text of the New Testament, the principles of textual criticism and the history of the text. Practical exercises in the use of manuscripts and facsimiles will be given. Prerequisite, New Testament 213-214 and six semester-hours study of the Greek language. *M.W.F. third period.* **6 s.h.** DR. CLARK

411-412. Seminar.—The materials and methods for the investigation of New Testament problems, with individual research done under the direction of the members of the department. Admission by special permission. **4 s.h.** DR. CLARK

OLD TESTAMENT

FOR SENIORS AND GRADUATES

201-202. Introductory Hebrew.—A study in the Hebrew language. The reading of the first eight chapters of Genesis inductively. *T.Th.S. first period.* **6 s.h.** PROFESSOR ————

203-204. Introduction to the Old Testament.—The origin, literary form, and contents of the books of the Old Testament in their historical setting. *M.W.F. first period.* **6 s.h.** PROFESSOR RUSSELL

FOR GRADUATES

301. Old Testament Theology.—The religious and ethical teachings of the books of the Old Testament in their historical development. Prerequisite, Old Testament 203-204. *T.Th.S. third period.* **3 s.h.**
PROFESSOR RUSSELL

302. The Exegesis of Selected Books of the Old Testament.—A study of the wisdom literature with special emphasis on the book of Job. Based on the English text. Prerequisite, Old Testament 203-204. *T.Th.S. third period.* **3 s.h.** PROFESSOR RUSSELL

303. Old Testament Literature.—A study of the story-literary element in the Old Testament with reference to both form and content; and the elements and chief forms of Old Testament poetry, especially the Psalms. *T.Th.S. first period.* PROFESSOR RUSSELL

307-308. The Old Testament in Hebrew.—Selections from the Pentateuch the first semester and from the prophets in the second semester. *M.W.* at 4. **6 s.h.** PROFESSOR RUSSELL

CHRISTIAN DOCTRINE

FOR GRADUATES

321. Introduction to the Science of Theology.—A consideration of theology as a branch of science and an indication of some of the results obtained through the use of the scientific method in theological investigation. *M.W.F. first period.* **3 s.h.** PROFESSOR ROWE

322. The Content of Christian Doctrine.—A comprehensive survey of the leading doctrines of Christianity in the light of the religious thought and experience of the present age. *M.W.F. first period.* **3 s.h.**
PROFESSOR ROWE

323. Theology in Ancient and Medieval Christianity.—The history of Christian thought from the Greek Fathers to the Scholastics with special attention to the ecumenical creeds. Prerequisite, Christian Doctrine 321-322. *T.Th.S. fourth period.* **3 s.h.** PROFESSOR ROWE

324. Theology in Modern Christianity.—The history of Christian thought from the beginning of the Reformation to the present time. Prerequisite, Christian Doctrine 321-322. *T.Th.S. fourth period.* **3 s.h.**
PROFESSOR ROWE

325. Soteriology.—A study of the Christian doctrine of salvation and a comparison of the various ways by which the saving power of God is thought to take effect in personal and social life. Prerequisite, Christian Doctrine 321-322. *T.Th.S. second period.* **3 s.h.** PROFESSOR ROWE

326. Eschatology.—A study of "the last things" in the light of the Christian hope for the individual and for society with special emphasis upon personal immortality. Prerequisite, Christian Doctrine 321-322. *T.Th.S. second period.* **3 s.h.** PROFESSOR ROWE

HISTORY OF RELIGION

FOR SENIORS AND GRADUATES

281. The Nature and Early Development of Religion.—Introduction to the early history of religion, the beliefs and practices of the more primitive peoples, and the religious life of the ancient world. *T.Th.S. third period.* **3 s.h.**
PROFESSOR CANNON

282. Living Religions of the World.—A survey of the religious systems of India, China, and Japan, followed by a study of Judaism, Mohammedanism, and Christianity, the object being to trace the historical development of each religion. *T.Th.S. third period.* **3 s.h.**
PROFESSOR CANNON

283. Expansion of Christianity.—Apostolic missions, conquest of the Roman Empire, winning of northern Europe, the modern missionary era, status of missionary work in important areas, social aspects of missions, and missionary biography. *T.Th.S. second period.* **3 s.h.**
PROFESSOR CANNON

[Not offered in 1935-1936]

285. The Religions of Eastern Asia.—A study of the religious systems of China, Korea, and Japan. *T.Th.S. third period.* **3 s.h.**
PROFESSOR CANNON

[Not offered in 1935-1936]

286. The Religions of India.—A study of present day religious movements in India with special reference to Hinduism. *T.Th.S. third period.* **3 s.h.**
PROFESSOR CANNON

[Not offered in 1935-1936]

381. Ideas of God, Sin and Salvation in the Religions of the World.—Prerequisites, History of Religion and Missions 281 or 282. *M.W.F. second period.* **3 s.h.**
PROFESSOR CANNON

382. Ideas of the Future Life and Ethics in the Religions of the World.—Prerequisites, History of Religion and Missions 281 or 282. *M.W.F. second period.* **3 s.h.**
PROFESSOR CANNON

[Not offered in 1935-1936]

383. Buddhism.—India at the rise of Buddhism. Life of the Buddha and the teachings of early Buddhism. Development into the Hinayana and Mobayana schools, its spread and present condition in southern and eastern Asia. Prerequisites, History of Religion and Missions 282. *M.W.F. second period.* **3 s.h.**
PROFESSOR CANNON

384. Mohammedanism.—The life of Mohammed and the religion of Islam, special attention being given to the Koran and its teaching. The aim is to interpret Mohammedanism as a force today. Prerequisites, History of Religion and Missions 282. *M.W.F. second period.* **3 s.h.**
PROFESSOR CANNON

[Not offered in 1935-1936]

481-482. Seminar.—Problems of research in History of Religion and Missions. Open to advanced students on approval of the instructor. Prerequisite, six semester-hours in the department. Hours to be arranged. **4 s.h.** PROFESSOR CANNON

CHURCH HISTORY

FOR SENIORS AND GRADUATES

233. Church History to the Reformation.—A survey of the growth of the Christian Church from the Apostolic Age to the Reformation. *M.W.F. third period.* **3 s.h.** PROFESSOR GARBER

234. History of the Evangelical Movement.—Beginning with the Lutheran Reformation, this course traces the rise, growth, influence, and history to 1800 of the Calvinistic, Anglican, Reformed, Quaker, Baptist, and Methodist movements. *M.W.F. third period.* **3 s.h.** PROFESSOR GARBER

FOR GRADUATES

333. Protestantism and Catholicism in Europe Since 1800.—A comprehensive study of the religious situation in Europe in modern times, emphasizing the papacy in the age of nationalism, relations of church and state, German theology of the nineteenth century, and the Oxford movement. Prerequisite, Church History 233-234. *M.W.F. fourth period.* **3 s.h.** PROFESSOR GARBER

[Not offered in 1935-1936]

334. The Church in America: The National Period.—Major emphasis is placed upon relations of church and state, steps toward Christian unity, the small sects, the Young People's Movement, Christian education, and modern theological issues. Prerequisite, Church History 233-234. *M.W.F. fourth period.* **3 s.h.** PROFESSOR GARBER

335. Great Men of the Christian Church.—A study of outstanding individuals who have influenced the thought and program of the Christian Church. The life, work, and contributions of about twenty representative Christian leaders. Prerequisite, Church History 233-234. *M.W.F. fourth period.* **3 s.h.** PROFESSOR GARBER

336. Religion in the Southern States Since the Civil War.—A detailed study of the religious life of the southern people since 1865. Prerequisite, Church History 233-234. *M.W.F. fourth period.* **3 s.h.** PROFESSOR GARBER

[Not offered in 1935-1936]

337. Methodism.—A study of the beginnings and growth of the Methodist societies in England, of early Methodism in America, and of the development of the several branches of the Methodist Church in America. Prerequisite, Church History 233-234. *M.W.F. fourth period.* **3 s.h.** PROFESSOR GARBER

[Not offered in 1935-1936]

431-432. Seminar.—Principles and Practice of Research. Investigation of selected topics. Students admitted only on permission of the instructor. Hours to be arranged. **4 s.h.** PROFESSOR GARBER

RELIGIOUS EDUCATION

FOR SENIORS AND GRADUATES

261. An Educational Approach to Religion.—A study in the educational theory of religion, including a discussion of the social, psychological, and theological aspects of moral and religious growth. *T.Th.S. fourth period.* **3 s.h.** PROFESSOR SMITH

262. Organization of Religious Education.—The development of a system of organization and administration based upon constructive educational theory, and embracing week-day as well as Sunday agencies of religious education. *T.Th.S. fourth period.* **3 s.h.** PROFESSOR SPENCE

263. Curriculum of Religious Education.—Educational conceptions of the curriculum; values and uses of current curricula; principles and technics of curriculum construction. *M.W.F. second period.* **3 s.h.** PROFESSOR SPENCE

264. Technic of Teaching Religion.—Objectives and principles of the teaching process, including a discussion of the major types of educational procedure. *M.W.F. second period.* **3 s.h.** PROFESSOR SPENCE

266. Educational Aspects of Worship.—A study of worship in its bearing upon the educational function of the Christian religion. Students admitted on consultation. *T.Th.S. fourth period.* **3 s.h.** PROFESSOR SMITH

FOR GRADUATES

362. Religious Education in Social Reconstruction.—Following the consideration of religious education as a social process, one or more major social issues in contemporary civilization will be critically examined from the standpoint of education's contribution toward social reconstruction. Prerequisites, three semester-hours in sociology and Religious Education 261 or its equivalent. *T.Th.S. at 3:30-4:45.* **3 s.h.** PROFESSOR SMITH

[Not offered in 1935-1936]

363-364. Religious Thought in the Rise of American Culture.—A survey of the main developments in American religious thought in relation to the growth of civilization and culture. Prerequisite, Religious Education 261 or its equivalent. *M.W.F. second period.* **3 s.h.** PROFESSOR SMITH

365. Seminar in Character Education and the State.—A study of the state as character educator, involving a critical examination of the ethical philosophy of the secular state, and of the modern theories and practices of character education. Prerequisite, Religious Education 261 or its equivalent. *M. at 4:00.* **2 s.h.** PROFESSOR SMITH

366. Seminar in Philosophy of Religious Education.—A critical study of the basic concepts and theories underlying religious education. Prerequisite, Religious Education 261 or its equivalent. *M. at 4:00.* **2 s.h.**
PROFESSOR SMITH

381-382. Thesis Seminar.—A seminar in thesis guidance. For students majoring in the department of religious education. Hours to be arranged. **4 s.h.** PROFESSOR SMITH

PSYCHOLOGY OF RELIGION

FOR SENIORS AND GRADUATES

275. Introduction to the Psychology of Religion.—Study of the major factors of religious experience, together with conditions bearing upon its genesis and growth. *T.Th.S. first period.* **3 s.h.** PROFESSOR HICKMAN

276. Advanced Psychology of Religion.—Psychological study of such problems as worship, prayer, and various types of belief. Some attention to special problems. Prerequisite, Psychology of Religion 275 or its equivalent. *T.Th.S. first period.* **3 s.h.** PROFESSOR HICKMAN

FOR GRADUATES

371. The Genetic Psychology of Religion.—Principles of genetic psychology as they relate to the growth of religious experience. Prerequisite, Psychology of Religion 275 or its equivalent. *M.W.F. third period.* **3 s.h.** PROFESSOR HICKMAN

372. Pastoral Psychology.—Study of basic psychological and psychiatric principles pertaining to the understanding and care of cases necessarily dealt with in pastoral work. Hours to be arranged. **3 s.h.**
PROFESSOR HICKMAN

373. Mysticism in Religion.—Study of historical development of mystical phases of Christianity. Effort to determine the abiding worth of mystical tendencies in religious experience. Prerequisite, Psychology of Religion 275 or its equivalent. *M.W.F. third period.* **3 s.h.**
PROFESSOR HICKMAN
[Not offered in 1935-1936]

377-378. Seminar: Theories of Self.—Bearing of psychological theories of self upon religious theory. For advanced students in philosophy, psychology, or psychology of religion. Hours to be arranged. **4 s.h.**
PROFESSOR HICKMAN
[Not offered in 1935-1936]

HOMILETICS AND PRACTICAL THEOLOGY

FOR SENIORS AND GRADUATES

251. The Rural Church and Sociology.—A study of the religious, social, educational, and economic conditions of the country; the historical development of the church in the midst of rural social relations; an attempt to discover the present obligation of the church. *T.Th.S. first period.* **3 s.h.** PROFESSOR ORMOND

252. Rural Church Administration.—This course will deal with the functions of the rural church; the minister's attitude toward rural life, his mission to the rural people, as well as his service in managing the organization and of supervising the church program. *T.Th.S. first period.* **3 s.h.**
PROFESSOR ORMOND

FOR GRADUATES

344. Psychology of Preaching.—A psychological study of the preaching motive, the relation of the preacher to his congregation, and the relation of the preacher to society in general. *M.W.F. third period.* **3 s.h.**
PROFESSOR HICKMAN

[Not offered in 1935-1936]

ROMANCE LANGUAGES

FRENCH

FOR SENIORS AND GRADUATES

215-216. The Modern French Novel.—6 s.h. (w)
PROFESSOR JORDAN

217. The French Language.—3 s.h. (w)
PROFESSOR WEBB

218. Materials and Methods.—3 s.h. (w)
PROFESSOR WEBB

219. Old French.—An introduction to the Old French language and literature. **3 s.h.** (w)
PROFESSOR COWPER

220. Old French.—Types of Old French literature. **3 s.h.** (w)
PROFESSOR COWPER

231. Rousseau and the Beginnings of Romanticism.—3 s.h.
PROFESSOR COWPER

[Not offered in 1935-1936]

FOR GRADUATES

323-324. Realism and Naturalism.—6 s.h. (w)
PROFESSOR JORDAN

[Not offered in 1935-1936]

325. Sixteenth-Century Prose.—3 s.h. (w)
ASSISTANT PROFESSOR WALTON

[Not offered in 1935-1936]

326. Sixteenth-Century Prose.—3 s.h. (w)
ASSISTANT PROFESSOR WALTON

[Not offered in 1935-1936]

327. Sixteenth-Century Poetry.—3 s.h. (w)
ASSISTANT PROFESSOR WALTON

328. Anatole France.—3 s.h. (W)

ASSISTANT PROFESSOR WALTON

329. History of French Civilization.—3 s.h.

PROFESSOR WEBB

[Not offered in 1935-1936]

330. Victor Hugo.—3 s.h.

PROFESSOR WEBB

[Not offered in 1935-1936]

331. Diderot and the Encyclopédie.—3 s.h.

PROFESSOR COWPER

[Not offered in 1935-1936]

332. History of the French Language.—3 s.h.

PROFESSOR COWPER

[Not offered in 1935-1936]

333-334. French Literature, 1890-1914.—6 s.h. (W)

PROFESSOR JORDAN

336. French Poetry Since Théophile Gautier.—3 s.h.

ASSISTANT PROFESSOR WALTON

[Not offered in 1935-1936]

SPANISH

FOR SENIORS AND GRADUATES

261-262. The Modern Spanish Novel.—6 s.h.

ASSOCIATE PROFESSOR LUNDEBERG

[Not offered in 1935-1936]

263-264. The Modern Spanish Theater.—6 s.h. (W)

ASSOCIATE PROFESSOR LUNDEBERG

265. Literature of the Golden Age: Prose.—3 s.h.

ASSOCIATE PROFESSOR LUNDEBERG

[Not offered in 1935-1936]

266. Literature of the Golden Age: Drama.—3 s.h.

ASSOCIATE PROFESSOR LUNDEBERG

[Not offered in 1935-1936]

SOCIOLOGY

FOR SENIORS AND GRADUATES

205. Social Pathology.—A study of the causes, extent, significance, and constructive treatment of the principal forms of pathology in modern society: poverty, physical defectiveness, malnutrition, feeble-mindedness, insanity, undirected leisure activities, and unstandardized commercial recreation, alcoholism, prostitution, vagrancy, and delinquency. Prerequisite, course 101 or its equivalent. **3 s.h.** PROFESSOR JENSEN

206. Criminology.—A study of the original tendencies of man and the problem of socializing these tendencies; the relation of physical and mental defectiveness and untoward influences in the home and neighborhood to crime; the development of criminological theory and procedure, emphasizing penal and reform methods, and especially modern methods of social treatment and prevention of crime. Prerequisite, course 101 or its equivalent. **3 s.h.** PROFESSOR JENSEN

213. Constructive Social Policies.—An intensive study of the theories and legislation dealing with such problems as compensation, vocational re-education, and other methods of social insurance and social improvement. Prerequisite, course 101 or its equivalent. **2 s.h.**

[Not offered in 1935-1936]

215. Rural Sociology.—A study of social conditions in rural communities and their improvement. Definite rural social problems are studied such as the drift to the cities, farming as an occupation, land problems, farm labor problems, coöperation, the rural school, the rural church, rural health and sanitation, the rural home, and the social center. Prerequisite, course 101 or its equivalent. **3 s.h.**

ASSISTANT PROFESSOR THOMPSON

216. Urban Sociology.—A study of the organization and social problems of urban communities, with especial reference to social technology or the improvement of social and living conditions. The following subjects are treated: municipal administration, city planning, housing, public health and sanitation, public safety, justice, welfare and leisure-time activities, and civic art. **3 s.h.** ASSISTANT PROFESSOR THOMPSON

217. General Anthropology.—A study of the origin and evolution of man as an animal and of the different races of mankind. The prehistoric human types, the principles of ethnology, and the characteristics of the Negro, Mongolian, American, and Caucasian races. Lectures and assigned reading. **3 s.h.** PROFESSOR ELLWOOD

218. Cultural Anthropology.—A study of social origins and of the earliest stages of cultural evolution; the stone and metal ages; the origins of industry, language, magic, religion, morals, science, art, and social organization in the family, horde, clan, and tribe. Lectures and assigned reading. **3 s.h.** PROFESSOR ELLWOOD

227. Emigration and Immigration.—A study of territorial movements of population with especial reference to Europe and America. Causes and extent of migration; its effect upon American and European society; origin and characteristics of immigrant groups and their organizations in the New World; problems, agencies, and processes of assimilation. Prerequisite, course 101 or its equivalent. **3 s.h.** PROFESSOR JENSEN

[Not offered in 1935-1936]

FOR GRADUATES

319. Principles of Sociology.—A critical study of sociological theory. The sociological theories of recent writers will be critically examined with a view to laying the foundation for a constructive theory of the social life in modern biology and psychology. Discussions and papers by the class. *First semester, T.Th.S. second period.*

PROFESSOR ELLWOOD

320. History of Social Philosophy.—Lectures on the development of social thought from Aristotle to the present: the social philosophies of Plato, Aristotle, St. Augustine, Thomas Aquinas, Machiavelli, Bodin, Hobbes, Locke, Vico, Montesquieu, Rousseau, Condorcet, and the sociological systems of Comte, Spencer, Shaeffle, Lilienfeldt, Gumplowicz, Ratzenhofer, and Ward, will, among others, be considered. A large amount of assigned reading will be required in this course. The student is advised to correlate this course with related courses in economics, history, political science, and philosophy. *Second semester, T.Th.S. second period.* **3 s.h.**

PROFESSOR ELLWOOD

322. Methods of Social Research.—A study of the various methods of research and investigation that can be applied to the study of social phenomena. **3 s.h.**

PROFESSOR JENSEN

330. Seminar.—Research work upon special problems in sociology and social work. One hour session each week throughout the year. **2 s.h.**

PROFESSORS ELLWOOD AND JENSEN AND ASSISTANT PROFESSOR THOMPSON

ZOOLOGY

FOR SENIORS AND GRADUATES

215. General Cytology.—Prerequisites, Zoölogy 1, 2, and 156 or equivalent. **4 s.h.**

ASSISTANT PROFESSOR HOPKINS

[Not offered in 1935-1936]

219-220. Special Problems.—

THE STAFF

222. Entomology.—Prerequisite, one year of zoölogy. **4 s.h.**

ASSISTANT PROFESSOR GRAY

[Not offered in 1935-1936]

227. Experimental Embryology.—2 or more s.h.

PROFESSOR CUNNINGHAM

[Not offered in 1935-1936]

229. Endocrinology.—3 s.h.

PROFESSOR CUNNINGHAM

FOR GRADUATES

301. Animal Behavior.—2 s.h.

PROFESSOR PEARSE

[Not offered in 1935-1936]

303. Ecology.—2 s.h. PROFESSOR PEARSE
[Not offered in 1935-1936]

304. Advanced Parasitology.—2 or more s.h. PROFESSOR PEARSE
[Not offered in 1935-1936]

306. Advanced Ecology.—4 s.h. PROFESSOR PEARSE
[Not offered in 1935-1936]

309. Systematic Entomology.—The classification of insects; taxonomy; and the development of the concepts of classification. Lectures, laboratories, and reports. **2 s.h.** PROFESSOR METCALF

310. Insect Morphology.—A comparative study of the structure of typical insects. Lectures, assigned readings, and laboratories. **2 s.h.** PROFESSOR METCALF

312. Morphology, Taxonomy, and Physiology of Protozoa.—2 or more s.h. ASSISTANT PROFESSOR HOPKINS
[Not offered in 1935-1936]

321. General Physiology.—4 s.h. PROFESSOR HALL

324. Advanced Physiology.—4 s.h. PROFESSOR HALL

341. Historical and Philosophical Zoölogy.—2 s.h. PROFESSOR HARGITT
[Not offered in 1935-1936]

342. Morphological Cytology.—The structure of the cell, with special emphasis upon the origin, and development of the germ cells. Lectures, readings, reports, and laboratory work. Prerequisites, Zoölogy 53, 156, and 192 or equivalents. Offered in alternate years. **4 s.h.** PROFESSOR HARGITT

351. Zoölogical Journal Club.—Required of all graduate students who major in zoölogy. PROFESSOR METCALF AND STAFF

352. Zoölogical Journal Club.—Required of all graduate students who major in zoölogy. **1 s.h.** STAFF

353-354. Research.— STAFF

355-356. Seminar.— STAFF

(a)* Embryology and Endocrinology.— PROFESSOR CUNNINGHAM

(b)* Comparative and General Physiology.— PROFESSOR HALL

(c)* Histology and Cytology.— PROFESSOR HARGITT

(d)* Protozoölogy.— ASSISTANT PROFESSOR HOPKINS

(e)* Ecology, Parasitology, and Behavior.— PROFESSOR PEARSE

(f) Comparative Anatomy and Entomology.— ASSISTANT PROFESSOR GRAY
*[Not offered in 1935-1936]

COURSES IN THE MEDICAL SCHOOL OPEN TO GRADUATE STUDENTS

ANATOMY

M201. Gross Human Anatomy.—A course especially designed for graduate students, comprising a complete dissection of the cadaver. The laboratory work is supplemented by conferences which place emphasis on the biological aspects of the subject. *Fall and winter quarters.* Hours and credits (maximum **8 s.h.**) by arrangement.

Prerequisites, Zoölogy 41 and 191 or the equivalent.

DR. SWETT AND STAFF

M202. Microscopic Anatomy.—Conferences and laboratory work on the morphological characteristics of the tissues of the animal body. The work is based upon a study of fresh and prepared material and is approached from the physiological viewpoint. *Fall quarter.* Hours and credits (maximum **2 s.h.**) by arrangement.

Prerequisite, Zoölogy 42 (General Histology) or its equivalent.

DR. HETHERINGTON AND STAFF

M203. Anatomy of the Nervous System.—A study of the gross and microscopic structure of the human central nervous system, special attention being paid to the structural and functional relationships beween the various nuclei and fiber tracts. *Winter quarter.* Hours and credits (maximum **4 s.h.**) by arrangement.

Prerequisite, Anatomy M201. DR. HETHERINGTON

M204. Human Embryology.—A lecture and seminar course dealing with the development of the individual with especial reference to the human. Laboratory work, hours and credits (maximum **2 s.h.**) by arrangement. Limited to eight students.

Prerequisites, Zoölogy 41 and 191. DR. SWETT AND STAFF

M205. Regional Anatomy.—A study of transverse sections of the human body for the purpose of establishing the spatial relationships of the various organs. Hours and credits (maximum **3 s.h.**) by arrangement.

Prerequisites, Anatomy M201 and M202. DR. SWETT AND STAFF

BACTERIOLOGY AND IMMUNOLOGY

M221. Bacteriology and Immunology.—This course is devoted primarily to the study of the biological and immunological relationships of microorganisms in disease. It is not a course in bacteriologic technique. An additional course in technical methods is provided for those who require it. Two hours lecture and 8 hours laboratory per week in fall quarter. **4 s.h.**

Prerequisites, courses in general zoölogy, general botany, histology and comparative anatomy, general and organic chemistry.

DR. D. T. SMITH AND STAFF

BIOCHEMISTRY

M241. General Biochemistry.—Three lectures and 4 laboratory periods of 3 hours each weekly for eleven weeks. Conference in small groups once each week. *Winter quarter.* **6 s.h.**

Prerequisites, general chemistry, organic chemistry, elementary physical and analytical chemistry and at least one year of college biology.

DR. PERLZWEIG, DR. TAYLOR, AND STAFF

M242. Biochemical Preparations.—Eight hours laboratory with conferences when necessary. This course involves detailed study of the chemistry of enzymes, proteins, fats, carbohydrates and derivatives. *Spring, summer, fall quarters.* Hours by arrangement. **2 s.h.**

Prerequisite, Biochemistry M241. DR. TAYLOR AND STAFF

M341. Pathological Chemistry.—Seminar course devoted to a detailed study of the chemical and physical chemical aspects of normal and abnormal metabolism. Two hours per week by arrangement. *Winter, spring, and summer quarters.*

Laboratory work consisting chiefly of blood and urine analysis in relation to problems discussed will be provided for students desiring it.

Prerequisites, Biochemistry M241 and Physiology M261-2.

DRS. PERLZWEIG, TAYLOR, AND M. L. C. BERNHEIM

PHYSIOLOGY AND PHARMACOLOGY

M261-2. Human Physiology and Pharmacology.—Six lectures and twenty laboratory hours per week. *Spring quarter.* Credits depending on work taken. (Maximum **8 s.h.**)

The lectures in pharmacology, two hours per week, are included in this course and may be taken separately or omitted, depending upon the needs of the student.

Prerequisites, Anatomy M201 and Biochemistry M241 (or equivalents) and at least one year of college physics.

DR. EADIE AND STAFF

M263. Physiology of Digestion, Metabolism, and Nutrition.—Two hours lectures and conferences and the equivalent of one laboratory period of three hours per week. *Spring quarter.* **2 s.h.**

This course constitutes a part of Physiology M261-2, but may be taken separately.

Prerequisite, Biochemistry M241.

DR. W. J. DANN, MRS. S. G. SMITH, DR. EADIE, DR. F. M. BERNHEIM

M361. Advanced Physiology.—Advanced lectures on selected topics in Physiology. 1 hour per week. *Spring or summer quarters.* **1 s.h.**

Prerequisites, Physiology M261 and M262.

DR. EADIE AND STAFF

THE SUMMER SCHOOL

The Duke University Summer School is divided into three terms of six weeks each. Many courses giving graduate credit are offered by members of the University Faculty and by visiting professors. A bulletin containing information regarding the graduate courses to be offered during the summer of 1935 may be obtained by addressing the Director of the Summer School, Duke University, Durham, N. C. Summer school graduate students who desire to be admitted as candidates for advanced degrees should make application to the Dean of the Graduate School and furnish official transcripts of the work done for the bachelor's degree. Such application may be made by correspondence or in person during the first week of each summer term.

FEES AND EXPENSES

The following tables show the general fees and charges collected from all students and the special fees collected from those taking courses in the sciences. All fees for each semester are due and payable, unless otherwise specified, at the time of registration at the beginning of that semester, and no student is admitted to classes until arrangements have been made with the Treasurer of the University for the settlement of fees.

GENERAL FEES

Matriculation, per semester	$ 25.00
Tuition, per semester	100.00
Room rent—See the detailed statement that follows.	
Athletic fee, admitting students to all athletic contests held on the University grounds, per semester	5.00
Damage fee, payable annually at the time of first registration	1.00
Medical fee, per semester	5.00
Library fee, per semester	5.00
Commencement fee, payable once by graduate students in the last semester before a degree is conferred	3.00
Diploma fee, payable by candidates for degrees at the beginning of the second semester, refunded if the diploma is not awarded	5.00

For further information concerning room rent, see below.

SPECIAL FEES

Graduate students in the sciences are required to pay the special laboratory fees for courses as fixed by the various departments. An administrative fee is charged in connection with special research work in the summer under direction of a member of the faculty.

TRANSCRIPTS

A student desiring to transfer from Duke University to another institution is entitled to one transcript of his record. A charge of one dollar is made for each additional copy.

TEACHERS TAKING GRADUATE COURSES

For the purpose of aiding North Carolina teachers in their professional preparation, Duke University grants a special tuition rate to members of the faculties of nearby schools and colleges who desire to register during the regular academic session for one or two graduate courses. For such courses a teacher is required to pay a registration fee of $5.00 at the beginning of each semester and a tuition fee of $3.00 for each semester-hour of work, together with any regular laboratory fees which may be required in these courses. A student may not register for more than seven hours per week under this provision.

Instructors, part-time instructors, members of the library staff, other similar members of the University staff, and ministers of nearby churches may be included under the above provision by the Dean of the Graduate School, provided such persons are not receiving more than one-half credit for residence in meeting the requirements for advanced degrees.

The special tuition rate for teachers does not apply in any case to the holders of fellowships, graduate scholarships, and graduate assistantships annually awarded in the Graduate School of Arts and Sciences.

PAYMENTS TO FELLOWS AND SCHOLARS

Payments by the University of stipends to fellows and scholars are made in four installments, on November 25, January 25, March 25, and May 25. Fellows and scholars are required to pay the regular tuition fee and such additional fees as are ordinarily required of graduate students.

ROOMS AND CONDITIONS OF RENTING THEM

Room Rent for Men of Duke University

West Campus, per semester.....$50.00, $62.50, and $75.00
East Campus, per semester.....$30.00 and $50.00
All graduate courses are given on the West Campus.

Room Rent in Woman's College

Single room, Aycock House, per semester, per student.....$75.00
Double room, Aycock House, per semester, per student..... 50.00

Rooms are reserved only for students who have been officially accepted by the University. They are rented for no

shorter period than one semester. The occupancy of a room for a period less than one semester will cost the student $1.00 each day unless the occupant makes the necessary arrangements with the Director of the Business Division before occupying the room. A room deposit of $5.00 is required of each applicant for admission. The fee is deducted from the room charges at the time of registration for the full semester. The reservation fee will be refunded to any applicant not accepted by the University provided the official receipt for the fee, given to all paying it, is presented either in person or by letter to the Treasurer's office, but students who make application and are accepted will not be entitled to have the reservation fee refunded unless the request is made on or before August 1.

A resident student who wishes to retain his room for the succeeding year must first pay a reservation fee of $5.00 to the Treasurer's office and then notify the office of the Director of the Business Division on or before May 15. All rooms which have not been signed for on or before May 15 will be considered vacant for the succeeding year. When a room is once engaged by a student, no change will be permitted except with the consent of the Director of the Business Division. Leaving one room and occupying another without permission is strictly against the rule and will render the offender liable to a charge for both rooms for the entire semester. No occupant is permitted to rent or sublet a room to another occupant. The use of a room for merchandising of any kind is strictly forbidden.

The University does not assume the responsibility of selecting and assigning room-mates, though it will gladly render any assistance possible in the matter.

DORMITORIES FOR MEN

On the West Campus there are three groups of dormitories, Craven, Crowell, and Kilgo. Each group forms a quadrangle enclosing a court. Certain sections are reserved especially for the use of students of the Graduate School of Arts and Sciences.

DORMITORY ROOMS FOR GRADUATE WOMEN

Five new dormitories built especially for women and newly and attractively furnished were opened in September, 1930. In each hall, serving as a center for the social life of the hall,

are a large living-room and three small reception rooms. The students' rooms are single, double, or arranged in suites of two rooms for two, three, or four students and are supplied with all necessary furnishings except towels, sheets, pillow-slips, blankets, and heavy bed coverings. All undergraduates from out of town are expected to live in the dormitories, and no student under twenty-one is permitted to live outside of the dormitories unless with near relatives. Special arrangements may be made with the Dean by graduate women who wish to live in town. Graduate students will be welcomed in the dormitories, and special regulations will be made for their convenience. Heads of the halls, with the coöperation of the Student Council, have general charge of the social life of the halls. Connected with the dormitories by arcades is the Union, which includes dining-rooms for students and faculty, a lounge, and other rooms for various student activities.

BOARDING ACCOMMODATIONS

Trinity College, West Campus.—Beginning with the academic year 1930-31 the University opened its dining-hall in the Union on the West Campus with accommodations sufficient to provide in a superior way for all resident men students. It is the policy of the University to furnish board to its students at actual cost. Charges for board will not exceed $25.00 per month.

The Union is the logical center of student activities for men, and it will be found desirable for male students to board in its supervised halls. In the Union are located the University Post Office, the University Store, the University Barber Shop, and all publication staff offices.

In addition to the Union dining-halls a Coffee Shop is operated for the convenience of students and visitors.

Woman's College, East Campus.—The dining-halls of the Woman's College are situated in the Union, the student center, on the East Campus. No resident woman student is permitted to board elsewhere than at this Union. Board is $112.50 per semester.

ESTIMATED EXPENSES FOR AN ACADEMIC YEAR

The necessary expenses of a graduate student are moderate; the University dormitories provide thoroughly comfortable and wholesome living conditions at a minimum cost, while all charges made by the University have been kept low. Incidental expenses naturally depend upon the tastes and habits of the individual. The following table gives the necessary college expenses for one year:

	Low	*Moderate*	*Liberal*
Tuition	$200.00	$200.00	$200.00
Matriculation	50.00	50.00	50.00
Room Rent	60.00	100.00	150.00
Board	225.00	225.00	225.00
Laundry	20.00	25.00	30.00
Books	22.50	30.00	45.00
Library Fee	10.00	10.00	10.00
Athletic Fee	10.00	10.00	10.00
Damage Fee	1.00	1.00	1.00
Medical Fee	10.00	10.00	10.00
Total	$608.50	$661.00	$731.00

ADVANCED DEGREES CONFERRED, JUNE 6, 1934

MASTER OF ARTS

Askew, William Clarence
Ball, Ruth Stella
*Beall, Virginia McLean
*Beavers, Hallie
Brandt, Bartholomew Brandner
Bull, Virginia Anne
Cheyney, Sarah Anne
Dale, William Pratt, II
Demouy, Alexina Anderson
Dowler, Clare
Dunlap, Orell Alva
*Francis, Luther Edgar
Galloway, Charles Betts
Garner, Samuel Paul
Girvan, Margaret Leah
Glasson, Mary Embry
Glick, Rudolph Alfred
Goolsby, Owen Lee
Grogan, Kermit Lee
Harrison, Charles William
Harwell, George Corbin
*Herndon, Clyde
Hobbs, Marcus Edwin
Ivey, Mary Stuart
Jones, Ethel Hughes
*Jongbloet, Louis Alphonse
*Karlsson, Yrjö Leinen Nikolai
Kates, Kenneth Casper
*Knotts, Zelotes Rufus
*LeRoy, Hester Franklin
McCloy, Minnie Lee Fagan
*Massie, Winston Louis
Mattison, James Barmore
Mumford, Carey Gardner
Peterson, Daniel McLeod
Reese, Ethel Louise Merritt
*Roberts, Daisy Mae
Rolston, Cornelia Love

* Degrees conferred *in absentia*.

Rose, Jesse Lee
Sadler, George Marion, Jr.
*Tollen, William B.
Tongue, William Richard
Trawick, Mary Louisa
Wallace, Julian Howard
Walton, Leslie Hughes
Warren, Marion
Williams, Bettie Neal
Witt, Catherine
*Zirkle, George

MASTER OF EDUCATION

*Bateman, Eva Mae
*Mellard, Hervie Harold
*Shields, James Montgomery
Spikes, Louis Everett
Stowe, David Henry
*Swaringen, Roy Archibald
Waite, Alexander

DOCTOR OF PHILOSOPHY

ASHBURN, KARL EVERETT, A.B., A.M., Texas Christian University.
Dissertation: *The Development of Cotton Production in Texas.*

BOOKHOUT, CAZLYN GREEN, A.B., St. Stephens; M.A., Syracuse University.
Dissertation: *Germ Cells of the Male Guinea Pig.*

BUTTS, HELEN ELIZABETH, A.B., A.M., Brown University.
Dissertation: *The Effect of Certain Salts of Sea Water upon Reproduction in the Marine Amoeba,* Flabellula mira *Schaeffer.*

CAGLE, WILLIAM CARL, B.S., University of Chattanooga; M.A., George Peabody.
Dissertation: *The Systems Cadmium Sulfate, Acetic Acid, Water and Cadmium Acetate, Acetic Acid, Water.*

DELAPLANE, WALTER HAROLD, A.B., A.M., Oberlin.
Dissertation: *The Spanish Peseta Since 1913.*

FORT, WILLIAM EDWARDS, JR., B.S., Georgia School of Technology; A.M., Duke.
Dissertation: *A Philosophical Examination of Some Contemporary Theories of History.*

GORMAN, MARY AYLWARD, A.B., Randolph-Macon Woman's College; A.M., Duke.
Dissertation: *The Dipole Moments of Some Organic Compounds.*

HANSON, ISABEL, B.S., M.S., University of Georgia.
Dissertation: *A Study of the Raman Effect in Carbon Dioxide at Different Temperatures.*

HOOKER, CHARLES WRIGHT, A.B., A.M., Duke.
Dissertation: *Studies on the Histo-physiogenesis of the Testis of* Bos Taurus.

HOOLE, WILLIAM STANLEY, A.B., A.M., Wofford.
Dissertation: *The Literary and Cultural Background of Charleston, 1830-1860.*

HUBERMAN, EDWARD, A.B., Harvard; A.M., Rutgers.
Dissertation: *James Shirley's* The Polititian.

KETRING, RUTH ANNA, A.B., Earlham; A.M., Duke.
Dissertation: *Clay of Alabama: Two Generations in Politics.*

* Degrees conferred *in absentia.*

LEMAISTRE, JOHN WESLEY, B.S.E., M.S., University of Michigan.
Dissertation: *The Removal of Hydrogen Chloride from Ald-Chlorimines.*

MARSHALL, HELEN EDITH, A.B., College of Emporia; A.M., University of Chicago.
Dissertation: *Dorothea Lynde Dix: A Forgotten Samaritan.*

MASON, MORTON FREEMAN, B.S., Oregon State Agricultural College.
Dissertation: *The Distribution of Bromide in the Blood, Cerebrospinal Fluid, Urine, Saliva and Gastric Juice in the Dog and Man in the State of Chronic Bromide Intoxication.*

MITCHELL, NICHOLAS PENDLETON, JR., A.B., A.M., University of Texas.
Dissertation: *State Interests in American Treaties: A Study in the Making and Substantive Content of Certain International Agreements.*

MORGAN, KARL ZIEGLER, A.B., A.M., University of North Carolina.
Dissertation: *Some Secondary Effects Accompanying the Absorption of Cosmic Radiation.*

RICE, NOLAN ERNEST, A.B., University of Kentucky; A.M., Duke.
Dissertation: *The Nutrition of* Flabellula mira *Schaeffer.*

SNUGGS, HENRY LAWRENCE, A.B., Wake Forest; A.M., Duke.
Dissertation: *The Humorous Character in English Comedy, 1596-1642, with an Outline of a Continuation for the Years 1642-1700.*

SPARKS, DADE, A.B., East Texas State Teachers College; A.M., University of Texas.
Dissertation: *Central America and Its Diplomatic Relations with the United States, 1860-1893.*

WARD, CHARLES EUGENE, A.B., Baker University; A.M., Duke.
Dissertation: *Dryden's Drama, 1662-1677: A Study in the Native Tradition.*

WRIGHT, HERBERT FLETCHER, A.B., Nebraska Wesleyan; A.M., University of Cincinnati.
Dissertation: *The Influence of Barriers upon Strength of Motivation.*

LIST OF GRADUATE STUDENTS

ACADEMIC YEAR, 1934-35

Agnew, Donald Charles — Delta, Colo.
A.B. (Park), A.M. (Duke), Education, Psychology.

Allen, Gay Elizabeth Johnston — Laurel, Miss.
A.B. (Duke), Sociology.

Allen, Ruth Couch — Raleigh, N. C.
B.S. (Meredith), English.

Altland, Paul Daniel, Jr. — York, Pa.
B.S. (Gettysburg), Zoölogy, Bacteriology.

Andrews, Henry Lucian — Mount Gilead, N. C.
A.B., A.M. (Duke), Sociology, Economics, Psychology.

Askew, William Clarence — Temple, Ga.
A.B. (Mercer), A.M. (Duke), History.

Baisden, Louis Almer — Andalusia, Ala.
B.S. (Alabama Polytechnic Institute), Chemistry.

Barnes, Annette — Elm City, N. C.
A.B. (Duke), French, Spanish, German.

Barnwell, Robert Woodward, Jr. — Florence, S. C.
A.B., A.M. (University of South Carolina), History.

Barrett, Henry J. — Mattituck, L. I., N. Y.
A.B. (College of Wooster), A.M. (Teachers College, Columbia), History.

Barrett, Roscoe Conklin — Durham, N. C.
A.B. (University of North Carolina), Education.

Bates, Roger Gordon — Cummington, Mass.
B.S. (Massachusetts State College), Chemistry, Physics.

Beck, Lewis White — Griffin, Ga.
A.B. (Emory), Philosophy, Psychology.

Bell, Lila McLin — Raleigh, N. C.
A.B. (Woman's College of U. N. C.), M.Ed. (Duke), Education.

Bennett, Walter Hartwell — Danville, Va.
A.B. (University of Richmond), Political Science, Economics.

Billings, William Dwight — Indianapolis, Ind.
A.B. (Butler), Botany, Zoölogy, Forestry.

Bishop, Maurice Fugh — Birmingham, Ala.
A.B. (Birmingham-Southern), Political Science, Economics.

Bloom, Leonard — Everett, Mass.
B.S. in Education, A.M. (Boston), Sociology, Psychology.

Boggess, William Randolph — Oakvale, W. Va.
A.B. (Concord State Teachers College), Botany, Forestry.

Boreman, John George — New York, N. Y.
A.B. (Duke), Physics, Mathematics.

Brandt, Bartholomew Brandner — Brooksville, Miss.
B.S. (Mississippi State College), A.M. (Duke), Zoölogy.

Brody, Leon — New York, N. Y.
A.B., M.S. (College of the City of New York), Education, Psychology.

Bryan, Jack Yeaman — Peoria, Ill.
A.B., A.M. (University of Arizona), Philosophy, Sociology, Psychology, English.

Burnside, Maurice Gwinn — Columbia, S. C.
B.S. (Furman), A.M. (University of Texas), Political Science.

Canaday, Ernest Franklin — Raleigh, N. C.
A.B. (William Jewell), A.M. (University of Missouri), Mathematics.

Carney, James Joseph, Jr. — West Somerville, Mass.
A.B., A.M. (Harvard), Economics.

*Carr, Elizabeth Jamison — Durham, N. C.
A.B. (Duke), History.

Carroll, James Grover — Wake Forest, N. C.
A.B. (Wake Forest), A.M. (Columbia), Mathematics.

Carroll, Zoe Wells — Morristown, Tenn.
A.B. (University of Tennessee), A.M. (Duke), Zoölogy.

Cash, Rosanelle — Winston-Salem, N. C.
A.B. (Duke), French, Philosophy, English.

Clarkson, Helen Elizabeth — Omaha, Neb.
B.S. (Creighton), Mathematics, Physics.

Clayton, Lillian Putnam — Durham, N. C.
A.B. (Greenville Woman's College), A.M. (University of Oklahoma), English, German.

Clayton, William Joseph — Durham, N. C.
A.B. (Southeastern Teachers College), Chemistry, Physics.

Cleaves, Alden Parker — Harvard, Mass.
A.B., A.M. (Boston), Physics, Mathematics.

Coleman, Margaret Louise — Durham, N. C.
A.B. (Duke), History.

Combs, Gilbert Reynolds — Greenville, N. C.
A.B. (Kentucky Wesleyan), Religious Education, Philosophy.

Comer, David Baine, III — Jacksonville, Fla.
A.B., A.M. (Tulane), English.

Cook, Corinne — Greensboro, N. C.
A.B. (Woman's College of U. N. C.), Education.

Cooper, Alice Joyce — Raleigh, N. C.
A.B. (Woman's College of U. N. C.), Education.

Correll, Donovan Stuart — Winston-Salem, N. C.
A.B. (Duke), Botany.

Cousins, Reba Thurston — Durham, N. C.
A.B. (Duke), Religious Education.

Crain, Stephen Dodge — Frankfort, Ind.
A.B., A.M. (Indiana), Political Science, History.

Crawford, Muriel Lillian — Caldwell, N. J.
A.B. (Montclair State Teachers College), English.

Critchfield, Clara Etta — Washington, D. C.
A.B. (George Washington), English.

Cruikshank, Margaret Jones — Raleigh, N. C.
B.S. (Columbia), History, Education.

Culbreth, Sarah Elizabeth — Durham, N. C.
A.B. (Duke), Zoölogy.

Dale, William Pratt, II — Greensboro, Ala.
A.B., A.M. (Duke), History.

* A.B. to be conferred June, 1935.

Davis, Charles Shepard — Montgomery, Ala.
B.S., M.S. (Alabama Polytechnic Institute), History.

Day, Lyndon Robert — Topeka, Kan.
A.B. (Washburn), Economics, Political Science.

Day, William Franklin — Pikeville, Ky.
A.B. (Duke), Chemistry, Physics.

Deans, Edwina — Wilson, N. C.
A.B. (Woman's College of U. N. C.), Education.

Dearborn, Donald Curtis — Hastings, Neb.
A.B. (Hastings), A.M. (University of Nebraska), Mathematics.

DeMond, Robert Orley — Buffalo, N. Y.
A.B., A.M. (Syracuse), History.

Doering, John Frederick — Waterloo, Canada
A.B. (University of Western Ontario), English.

Dorsett, Henry Grady, Jr. — Salisbury, N. C.
B.S. (Wake Forest), Physics, Mathematics.

Drew, Fraser Bragg — Randolph, Vermont
A.B. (University of Vermont), Latin, Greek.

Duncan, Wilbur Howard — Bloomington, Ind.
A.B., A.M. (Indiana University), Botany, Forestry.

Dusseau, John LaFontaine — East Lansdowne, Pa.
A.B. (Haverford), English.

*Eckard, Edwin Woodrow — Point Pleasant, W. Va.
A.B. (Marshall), A.M. (Duke), Economics.

Eggers, Graydon Poe — Boone, N. C.
A.B. (Carson-Newman), A.M. (Duke), English.

Eidson, John Olin — Spartanburg, S. C.
A.B. (Wofford), A.M. (Vanderbilt), English.

Farioletti, Marius — Chicago, Ill.
B.B.A. (University of Chattanooga), A.M. (Oberlin), Economics.

Felder, Helen Elise — Greensboro, N. C.
A.B. (Woman's College of U. N. C.), Education.

Fitzgerald, William Stone — Nashville, Tenn.
A.B. (Vanderbilt), A.M. (Harvard), English.

Flinn, Lawrence — Chapel Hill, N. C.
A.M. (University of North Carolina), A.M. (Duke), Philosophy, Psychology.

Foerster, Alma Pauline — Holyoke, Mass.
A.B. (Holyoke), A.M. (Smith), History.

Frank, Walter Bergman — Cleveland, O.
A.B. (Adelbert College of Western Reserve University), Zoölogy, Physics.

Galloway, Charles Betts — Jackson, Miss.
B.S. (Millsaps), A.M. (Duke), Chemistry.

Gamble, Allen Owen — Roanoke, Ala.
A.B. (Duke), A.M. (Birmingham-Southern), Psychology.

Gardner, Eugene Elmore — Greenville, S. C.
A.B. (Furman), A.M. (University of Chicago), French.

Garner, Ruth Bailey — Hattiesburg, Miss.
A.B. (Duke), Education.

Garner, Samuel Paul — Winston-Salem, N. C.
A.B., A.M. (Duke), Economics.

* A.M. to be conferred June, 1935.

George, Theodore Samuel — Grove City, Pa.
B.S. (Grove City), Mathematics.

Gibson, William Marion — Baltimore, Md.
A.B. (University of Richmond), A.M. (Duke), Political Science.

Gilbert, Frederick Mercer, Jr. — Harrisburg, Pa.
B.S. (Lafayette), English.

Girvan, Margaret Leah — Nanticoke, Pa.
A.B. (Pennsylvania State College), A.M. (Duke), Psychology, Education.

Godard, James McFate — Durham, N. C.
A.B. (Park), A.M. (Duke), Education.

Godbold, Albea — Chapel Hill, N. C.
A.B., B.D. (Southern Methodist University), A.M. (Yale), History.

Goldstein, Israel Payson — East Taunton, Mass.
A.B. (Lehigh), English.

Graff, Harry — Cincinnati, O.
A.B., A.M. (University of Cincinnati), English.

Guagenty, Mary Clementina — Framingham, Mass.
A.B. (Radcliffe), Chemistry, Physics.

Hall, Arthur Ryker — Norman, Okla.
A.B., A.M. (University of Oklahoma), History.

Hamilton, William Baskerville, Jr. — Jackson, Miss.
A.B., A.M. (University of Mississippi), History.

Hard, Walter Leon — Albion, Mich.
A.B. (Albion), Zoölogy.

Hardin, Rector Roemilt — Spindale, N. C.
A.B. (Berea), A.M. (Duke), Economics.

Harkema, Reinard — Grand Rapids, Mich.
A.B. (Calvin), Zoölogy, Botany.

Harrell, Margaret — Asheville, N. C.
A.B. (Duke), English.

Harrison, Charles William — Davidson, N. C.
A.B. (Davidson), A.M. (Duke), History.

Harrison, David Moody — Beaverdale, Pa.
B.S. (Ursinus), A.M. (Duke), Economics.

Harton, John James — Morrilton, Ark.
A.B. (Hendrix), A.M. (George Peabody), Psychology, Education.

Harwell, George Corbin — Durham, N. C.
A.B., A.M. (Duke), English.

Haught, Viva Elizabeth — Athens, W. Va.
A.B. (West Virginia), English.

Heckman, Oliver Saxon — Lehmasters, Pa.
A.B. (Lebanon Valley), A.M. (University of Illinois), History.

Hendrixson, Philip Roe — Grinnell, Iowa
A.B. (Grinnell), Chemistry, Physics.

Hester, Ernest Carrington — Durham, N. C.
A.B. (Duke), Zoölogy, Education.

Hiatt, Edwin Peelle — Wilmington, O.
A.B. (Wilmington), A.M. (Haverford), Zoölogy.

Hoban, Charles Francis, Jr. — Harrisburg, Pa.
Ph.B. (Dickinson), A.M. (Duke), Education, Psychology.

Hobbs, Marcus Edwin — Wilmington, N. C.
A.B., A.M. (Duke), Chemistry.

Hook, Alonzo Lohr — Elon College, N. C.
A.B. (Elon), M.S. (Cornell), Physics.

Hopkins, John Isaac — Nokesville, Va.
B.S. (Duke), Physics, Electrical Engineering.

Horne, Mary Louise — Rocky Mount, N. C.
A.B. (Duke), Sociology, Psychology.

Hudnall, Eva Irene — Critz, Va.
B.S. (Farmville State Teachers College), English.

Hudson, Charles Franklin — Durham, N. C.
A.B. (Wake Forest), Th.M. (Southern Baptist Theological Seminary), Sociology.

Hudson, Lucile Burruss — Montgomery, Ala.
A.B. (Smith), Psychology, Zoölogy.

Hurwitz, Arnold Philip — Mattapan, Mass.
A.B. (Harvard), Zoölogy, Psychology, Sociology.

Inagaki, Taro — Tokyo, Japan
(Tokyo Imperial University), Political Science, History.

Israel, Kate Ola — Durham, N. C.
A.B. (Duke), Chemistry, German.

Jackson, David Kelly, Jr. — Gastonia, N. C.
A.B., A.M. (Duke), English.

Jacokes, James Warner, Jr. — Asheville, N. C.
B.S. (Union), Chemistry, Physics.

Jaffe, David — Durham, N. C.
A.B. (Duke), English.

Jarman, Laura Martin — Staunton, Va.
A.B. (Mary Baldwin), A.M. (Duke), Spanish.

Jernigan, Charlton Coney — Durham, N. C.
A.B., A.M. (Duke), Greek.

Jester, Harold Thomas — Winston-Salem, N. C.
A.B. (Furman), Greek, English.

Jones, Elijah Newman — Durham, N. C.
A.B. (Elon), Education.

Jones, Melville Lewis — Durham, N. C.
A.B. (Furman), Religious Education.

Jordan, Thomas Earl — Tyner, N. C.
B.S. (Atlantic University), M.S. (University of Richmond), Chemistry, Physics.

Kates, Kenneth Casper — Millville, N. J.
A.B. (St. Stephen's College), A.M. (Duke), Zoölogy.

Keech, James Maynard — Durham, N. C.
A.B., A.M. (Duke), Economics.

Kelley, Marion — Auburn, Ala.
B.S., M.S. (Alabama Polytechnic Institute), English.

Kestler, Mary — Davidson, N. C.
A.B., A.M. (Duke), Philosophy, Sociology.

*Klein, James Raymond — Baltimore, Md.
A.B. (Duke), Biochemistry, Anatomy, Physiology.

Klemm, Frederick Alvin — Harrisburg, Pa.
A.B. (Dickinson), German, History.

Levin, Jacob — Durham, N. C.
A.B. (Duke), Economics, Political Science.

* A.B. to be conferred June, 1935.

Luthin, Reinhard Henry — New York, N. Y.
A.B., A.M. (Columbia), History.

McCain, William David — Greenville, Miss.
B.S. in Education (Mississippi Delta State Teachers College), A.M. (University of Mississippi), History.

McCallie, Robert Lewis — Chattanooga, Tenn.
A.B. (Davidson), English.

MacColl, Sylvia Hazelton — Northampton, Mass.
A.B., A.M. (Smith), Psychology, Zoölogy, Physiology.

McCord, William Fletcher — Macon, Ga.
A.B. (Mercer), Psychology, Zoölogy.

McCurdy, Harold Grier — Salisbury, N. C.
A.B. (Duke), Psychology, Sociology.

McCutcheon, Frederick Harold — Durham, N. C.
B.S., M.S. (North Dakota State College), Zoölogy.

McDavid, Raven Ioor — Greenville, S. C.
A.B. (Furman), A.M. (Duke), English, German.

McKellar, Ella Clare — Macon, Ga.
A.B. (Wesleyan), A.M. (University of Georgia), Sociology.

McLarty, Furman Gordon — Shelby, N. C.
A.B. (Duke), B.A. (Oxford), A.M. (Harvard), Philosophy, Psychology.

McLean, Ruth Atkinson — Raleigh, N. C.
A.B. (Woman's College of U. N. C.), Botany.

McManus, Mary Idolene — Taxahaw, S. C.
A.B. (Coker), A.M. (University of South Carolina), Zoölogy.

Markham, Eleanor Mallory — Durham, N. C.
A.B. (Duke), Mathematics, Physics.

Martin, Stuart Thompson, Jr. — New York, N. Y.
B.S. (Massachusetts Institute of Technology), Physics, Electrical Engineering, Mathematics.

Martin, Willard Edgar, Jr. — Somerville, Mass.
A.B. (Boston), A.M. (Harvard), English.

Maxwell, Edith Crawford — Laurel, Miss.
A.B. (Millsaps), English.

Michaels, Matilda Osborne — Durham, N. C.
A.B. (Duke), A.M. (Columbia), Education.

Michel, Harry Oscar — San Leandro, Calif.
B.S. (University of California), Biochemistry, Anatomy.

Miller, Harold William — Spartanburg, S. C.
A.B. (Wofford), A.M. (Duke), Greek.

Miller, William Taylor, Jr. — Winston-Salem, N. C.
A.B. (Duke), Chemistry.

Moore, Eugene Robert — Vernon, Texas
A.B. (Trinity), English.

Morgan, Jasper Eugene — Hillsboro, N. C.
B.S. (Wake Forest), A.M. (Duke), Physics.

Moses, Anna Katherine — Pittsburgh, Pa.
A.B., A.M. (Duke), English, German.

Mumford, Carey Gardner — Raleigh, N. C.
A.B. (Wake Forest), A.M. (Duke), Mathematics.

Munyan, Merrill Calvin — Worcester, Mass.
A.B. (Wesleyan), History.

Newcomer, Richard Seyler — Reading, Pa.
B.S. (Ursinus), Political Science, Economics.

Nuermberger, Gustave Adolph — Buffalo, N. Y.
A.B. (University of Buffalo), A.M. (Duke), History.

Oliver, Henry Madison, Jr. — Union City, Tenn.
A.B. (Southwestern), Economics.

Opp, Carl Joseph — Forest, O.
A.B. (Miami), A.M., Ph.D. (University of Cincinnati), Biochemistry.

Parker, Enid Rifner — Chattanooga, Tenn.
A.B. (University of Chattanooga), A.M. (Duke), Latin, Greek.

Parler, Mary Celestia — Wedgefield, S. C.
A.B. (Winthrop), A.M. (University of Wisconsin), English, German.

Peeler, Banks J. — Burlington, N. C.
A.B. (Catawba), B.D. (Central Theological Seminary), New Testament, Old Testament.

Pegram, Margaret Hanner — Guilford College, N. C.
A.B. (Guilford), Psychology, Sociology.

Phillips, Edward Lindsey — Durham, N. C.
A.B. (Duke), Political Science.

Pittman, Louie Delle — Greensboro, N. C.
A.B. (East Carolina Teachers College), Education.

Poteat, Mary — Marion, N. C.
A.B. (Woman's College of U. N. C.), A.M. (Columbia), English.

Pratt, Joseph Gaither — Winston-Salem, N. C.
A.B., A.M. (Duke), Psychology.

Pullias, Earl Vivon — Castalian Springs, Tenn.
A.B. (Cumberland), A.M. (University of Chicago), Education.

Rainsford, Albert Edwin — Edgefield, S. C.
B.S. (University of South Carolina), A.M. (Duke), Chemistry.

Rankin, John Stewart, Jr. — Essex, Conn.
A.B., A.M. (Wesleyan), Zoölogy, Botany.

Rawlinson, Cam Rhodes — Rock Hill, S. C.
A.B. (Winthrop), Education.

Reddish, Paul Sigman — Durham, N. C.
A.B. (Duke), Zoölogy, Botany.

Reed, John Frederick — Roxbury, Maine
A.B. (Dartmouth), Botany, Zoölogy.

Reed, Mildred Gant Stites — Hopkinsville, Ky.
A.B. (Duke), Botany, Zoölogy.

Reeves, Carl Walker — Fountain Inn, S. C.
B.S. (Citadel), A.M. (Columbia), English.

Reichenberg, Wally — Vienna, Austria
(Teachers College, Austria), A.M. (Boston), Psychology.

Renfrow, William Burns, Jr. — Charlotte, N. C.
B.S. (Furman), Chemistry, Physics.

Riddick, Floyd Millard — Durham, N. C.
A.B. (Duke), A.M. (Vanderbilt), Political Science, Economics.

Rintelen, Joseph Charles, Jr. — St. Albans, L. I., N. Y.
B.S. (Brooklyn Polytechnic Institute), M.S. (Cornell), Chemistry.

Roberson, Paul Dawson — Robersonville, N. C.
A.B. (Duke), Political Science.

Roberts, Beatrice Thelma — Hillsboro, N. C.
A.B. (Woman's College of U. N. C.), Mathematics, Education.

Robins, Mary Blackwell — Durham, N. C.
A.B. (Winthrop), Psychology.

Root, Paul Adelbert — Seattle, Wash.
A.B. (Asbury), B.D. (Duke), Sociology, Philosophy.

Rose, Jesse Lee — Navy Yard, S. C.
A.B. (College of Charleston), A.M. (Duke), Greek, Latin.

Rowe, Francis Turner — Hillsboro, Md.
A.B. (Duke), Botany.

Rundlett, Thurman Learoyd — Moriah, N. Y.
A.B. (Colgate), Physics, Mathematics.

Scanlon, Mary Rebecca — Morgantown, W. Va.
A.B. (West Virginia), English, Philosophy.

Schoolland, John Bernard — Albany, N. Y.
A.B. (University of Michigan), A.M. (University of Colorado), Psychology, Sociology.

Seigler, Milledge Broadus — Batesburg, S. C.
A.B. (Furman), English.

Shankle, Herbert Lazelle — Mt. Gilead, N. C.
A.B., A.M. (Duke), Chemistry.

Shelley, Alfred Bernard Rowland — Savannah, Ga.
B.S. (Tufts), A.M. (Harvard), English.

Sigmon, Hugh William — Newton, N. C.
A.B. (Lenoir Rhyne), M.S. (North Carolina State), Chemistry.

Simmons, Edgar Boyd — Sugar Grove, W. Va.
A.B. (Bridgewater), Mathematics.

Simpson, William Hays — Durham, N. C.
A.B. (Tusculum), A.M. (Duke), Political Science.

Slack, Herbert William — Sunbury, Pa.
B.Sc. in Biology (Bucknell), Education, Botany, Zoölogy.

Smith, Burke McGuire — Durham, N. C.
A.B. (Duke), Psychology.

Smith, Virginia Baxter — Demorest, Ga.
A.B. (Piedmont), A.M. (University of Georgia), English.

Spangler, Helen Virginia — Morgantown, W. Va.
A.B., M.S. (West Virginia), Botany, Zoölogy.

Stadthagen, Heinz — Berlin, Germany
A.B. (Bethany), Economics.

Stevenson, Matthews Bradley — New York, N. Y.
A.B. (Duke), French.

Stirewalt, Martin Luther, Jr. — Salisbury, N. C.
A.B. (Lenoir Rhyne College), Greek, Latin.

Stuart, Charles Edward — Rochester, N. Y.
A.B. (Duke), Psychology.

Sykes, Paul Greene — Durham, N. C.
B.S. (Wake Forest), Education.

Tatum, William Gilchrist, Jr. — McColl, S. C.
A.B. (Duke), Mathematics.

Tiffin, Marguerite Emma — Seattle, Wash.
B.S. (University of Washington), M.S. (University of Colorado), Zoölogy.

Tillery, Doris Katherine — Scotland Neck, N. C.
A.B. (Meredith College), Mathematics.

Trawick, Sarah Katherine — Spartanburg, S. C.
A.B. (Converse), English.

Truesdale, James Nardin — Durham, N. C.
A.B., A.M. (Duke), Greek.

Ullman, Vaughn Jacob — Harriettsville, O.
B.S. (Ohio), M.Sc. (Ohio State), Zoölogy.

Vandivere, Edgar Filmore, Jr. — Atlanta, Ga.
A.B. (Emory), Mathematics, Physics.

Vermont, Albert — Spartanburg, S. C.
A.B. (Wofford), French, Spanish.

Vincent, Gladys Randolph — Salem, W. Va.
A.B. (Salem), A.M. (West Virginia), Education, Psychology.

Vincent, Joseph Leland — Salem, W. Va.
A.B. (Salem), A.M. (West Virginia), Education, Psychology.

Waite, Alexander — Durham, N. C.
A.B. (University of South Carolina), M.Ed. (Duke), Education, Psychology.

Wallace, Lillian Parker — Raleigh, N. C.
A.B. (University of Denver), M.S. (North Carolina State), History.

Watson, Karl Brantley, Jr. — Lookout Mountain, Tenn.
B.S., A.B. (University of Chattanooga), Education, Psychology.

Webb, Thomas Norfleet — Hillsboro, N. C.
A.B. (University of North Carolina), Botany.

Webster, Margaret Dorothy — Pictou, N. S., Canada
B.S., M.Sc. (Dalhousie), Biochemistry, Advanced Physiology.

Westerhof, Anthony Cornelius — Holland, Mich.
A.B. (Calvin), A.M. (Duke), Psychology.

Whaley, Otis — Durham, N. C.
B.S. (East Tennessee State Teachers College), M.Ed. (Duke), Political Science.

White, Gladys Ruth — Durham, N. C.
A.B., A.M. (Duke), Physics.

White, Mary Rebecca — Fairmont, W. Va.
A.B. (Fairmont State Teachers College), Education, Latin.

Whitenfish, Abe Irving — Richmond, Va.
B.S. (University of Richmond), A.M. (Duke), Chemistry, Physics.

Wiley, Frances Amelia — Abingdon, Va.
A.B. (Emory and Henry), History, Political Science.

Wilgus, William E. — Frankford, Del.
A.B. (University of Delaware), Economics, Political Science.

Wilkerson, Helen Elizabeth — Nashville, Tenn.
A.B. (Duke), Psychology, Sociology.

Wilkinson, Nan Elizabeth — Shelby, Miss.
B.S. in Education (Mississippi Delta State Teachers College), History, English.

Williams, William Denison — Scotia, N. Y.
B.S. in E.E., M.S. (Union), Physics.

Williford, Annie May — Anderson, S. C.
A.B. (Anderson), A.B. (Barnard), A.M. (Columbia), History.

Winton, Lowell Sheridan — Fredericktown, Pa.
B.S. (Grove City), A.M. (Oberlin), Mathematics.

Woodward, John Lisbon — Durham, N. C.
A.B. (Duke), Education.

Wynne, Robert Baker — Williamsburg, Va.
A.B., A.M. (College of William and Mary), English, Philosophy.

Zimmerman, Carroll Louis — Miamisburg, O.
A.B. (Miami), Physics, Mathematics.

Zirkle, George — Kingston, Tenn.
A.B. (Tusculum), A.M. (Duke), Psychology, Sociology.

SUMMER OF 1934; FIRST TERM

Adams, Robert Lausch — Rothsville, Pa.
B.S. (Millersville State Teachers College), Education.

Adams, William Marvin — Weir, Miss.
A.B. (Mississippi State Teachers College), Education.

Akins, Charles Wesley — Ethel, Miss.
B.S. (Mississippi State College), Education.

Albright, Willie Thelma — Winston-Salem, N. C.
A.B. (Greensboro College), English.

Alexander, Ruth — Greeneville, Tenn.
A.B. (Tusculum College), Economics, History.

Alford, Attie — Bonifay, Fla.
A.B. (Agnes Scott College), English.

Alford, Ruth Virginia — Bonifay, Fla.
A.B. (Chicora College), English.

Allen, Charlotte M. M. — Durham, N. C.
B.S. (William and Mary), Education.

Allen, Mary Elizabeth — Clarksburg, W. Va.
A.B. (Denison University), English.

Almon, Martha Davenport — Florence, Ala.
B.S. (Alabama State Teachers College), Education, History.

Anderson, Edna Katherine — Inverness, Miss.
A.B. (Mississippi State College for Women), Education.

Anderson, Ena Dell — Timmonsville, S. C.
A.B. (Columbia College), Education.

Anderson, Thomas, Jr. — Westminster, S. C.
A.B. (Furman University), German.

Artman, William Edgar — Yeagertown, Pa.
B.S. (Bloomsburg State Teachers College), History.

Askew, Betty Bernard — Camden, Ark.
A.B. (University of Arkansas), History, Economics.

Ausbon, Imogen Hix — Durham, N. C.
A.B. (Duke), Education.

Bailey, Eugene Cassidy — Davy, W. Va.
A.B. (Emory and Henry), Education, English.

Bailey, Ruth Eldora — Hattiesburg, Miss.
A.B. (Duke), Education, Mathematics.

Bailey, Wilda — Beckley, W. Va.
A.B. (Marshall College), Sociology.

Baldwin, Clinton Theodore — Camden, S. C.
A.B. (Furman University), History.

Ball, Martha Prudence — Huntington, W. Va.
A.B. (Marshall College), Sociology, History.

Barger, John Albert — West Monterey, Pa.
B.S. (Clarion State Teachers College), Education.

Barocco, Orlando Iderico — Elkland, Pa.
B.S. (Mansfield State Teachers College), Psychology, Education.

Barrett, Roscoe Conklin — Durham, N. C.
A.B. (University of North Carolina), Zoölogy.

Bates, Florence Wannamaker — Orangeburg, S. C.
A.B. (Winthrop College), French, English.

Beall, Richard Hugh — Hedgesville, W. Va.
B.S. (West Virginia University), Mathematics.

Beckham, Robert Samuel — Sumter, S. C.
A.B. (Presbyterian College), Zoölogy.

Beeler, Lora Luvernia — Palatka, Fla.
B.S. (Kansas State), M.S. (University of Colorado), Education.

Bell, Lottie Irene — Fairmont, W. Va.
A.B. (Fairmont State Teachers College), Economics.

Bell, Mary Catherine — Bristol, Tenn.
A.B. (University of Richmond), Latin.

Belvin, Elizabeth — Durham, N. C.
A.B. (Greensboro College), Education.

Bennett, Martha Alvana — Lakeland, Fla.
A.B. (Florida State College), Psychology, Education.

Bennett, Walter Hartwell, Jr. — Danville, Va.
A.B. (University of Richmond), Economics.

Benson, Olga Dorothea — Miami, Fla.
A.B. (University of Miami), History, Education.

Berry, Christine — Jackson, Miss.
B.S. (Mississippi State College for Women), Education.

Bettersworth, John Knox — Jackson, Miss.
A.B. (Millsaps College), History.

Beuchler, Stanley Charles — Pine Grove, Pa.
A.B. (Gettysburg College), Education.

Bigham, Marion Lee — Pontotoc, Miss.
A.B. (Mississippi State College for Women), Economics, History.

Bigham, Virgil Lee, Jr. — Pontotoc, Miss.
A.B. (Mississippi College), Education.

Blanchard, Leo Close — Nelson, Pa.
B.S. (Mansfield State Teachers College), Education, English.

Bobo, William Perry — Eupora, Miss.
A.B. (Mississippi College), Education, English.

Boggs, Mary Amber — Liberty, S. C.
A.B. (Greenville Woman's College), Latin.

Bogue, Helen Sarah — Jacksonville, Fla.
A.B. (University of Dubuque), Education.

Bolen, Claude Waldron — Bluefield, W. Va.
A.B. (Emory and Henry), History.

Boone, Sidney Grant — Drumhill, N. C.
A.B. (Duke), English.

Borden, Frances Lelia — Bluefield, W. Va.
A.B. (Concord State Teachers College), Education, English.

Boswell, Sidney — Robinson, Ga.
B.S. (South Georgia Teachers College), Education, English.

Bowen, Lucile — Savannah, Tenn.
A.B. (Union University), French.

Bowman, George Kinter — Wilkes-Barre, Pa.
B.S. (Albright College), Education.

Boyer, Catherine Winifred — Selinsgrove, Pa.
A.B. (Susquehanna University), Education.

Brabham, Margaret — Moultrie, Ga.
A.B. (Georgia State Woman's College), Education.

Bramlette, Nancy Lucile — Greenville, S. C.
A.B. (Winthrop College), German.

Brennan, Katharine — Brookhaven, Miss.
A.B. (Millsaps College), Education.

Brindle, George Richard — Chambersburg, Pa.
B.S. (Shippensburg State Teachers College), German.

Brinson, Alice Thorn — Moultrie, Ga.
B.S. (Georgia State College for Women), Education.

Brooks, Margaret Elizabeth — Buckhannon, W. Va.
A.B. (West Virginia Wesleyan), Education.

Brown, Olive Duncan — Wilmington, N. C.
B.S. (Woman's College of U. N. C.), Education.

Browning, Elmer Ross — Logan, W. Va.
A.B. (Marshall College), Education.

Browning, Marie Boggess — Logan, W. Va.
A.B. (Marshall College), Education, English.

Bryson, Daniel Winfred — Beckley, W. Va.
A.B. (Concord State Teachers College), Education, Psychology.

Buchanan, Grace Evelyn — Chilhowie, Va.
A.B. (Duke), Mathematics.

Burgess, James Rowland — Ashburn, Ga.
A.B. (Emory University), Education, Economics.

Burns, Bobby — Fitzgerald, Ga.
A.B. (Georgia State College for Women), English.

Cagle, Pauline Denson — Birmingham, Ala.
A.B. (Athens College), English.

Caldwell, John Tyler — Yazoo City, Miss.
B.S. (Mississippi State College), Economics.

Campbell, Walter H. — Woodbury, Tenn.
B.S. (Murfreesboro State Teachers College), Education.

Capel, William Clyde — Candor, N. C.
A.B. (Washington and Lee), A.M. (Columbia University), Sociology.

Carpenter, Virginia Magnolia — Durham, N. C.
A.B. (Duke), Education.

Carruth, Christian Hoover, Jr. — McComb, Miss.
B.S. (Millsaps College), Education.

Carruth, Wincie Ann — McComb, Miss.
B.S. (George Peabody College), Education.

Carter, Judson McGilvray — Johnson City, Tenn.
A.B. (Emory and Henry College), Education.

Carter, Rodney Graham — Durham, N. C.
B.S. (Alabama Polytechnic Institute), Education.

Casey, Mary Elizabeth — Moorhead, Miss.
A.B. (Mississippi State College for Women), Mathematics.

Caton, Eda M. — Harrisburg, Pa.
B.S., A.M. (Teachers College, Columbia University), English.

Caudill, Dennis D. — Morehead, Ky.
A.B. (Morehead State Teachers College), Economics, Education.

Cavendish, Vina Mae — Huntington, W. Va.
A.B. (Marshall College), Education.

Chaffin, Nora Campbell — Lillington, N. C.
A.B., A.M. (Duke), Education.

Chalker, Robert Phelps — Panama City, Fla.
A.B. (Duke), Education.

Chandler, Everett Roller — Chester, W. Va.
B.S. (Mount Union College), Zoölogy.

Chapman, Robert Carrol — Greenville, S. C.
B.S. (Clemson College), Education.

Chastine, Olive Talles — Jackson, Miss.
A.B. (Mississippi State College for Women), Education.

Chazal, Charlotte Blanchard — Ocala, Fla.
A.B. (Florida State College for Women), Education, Mathematics.

Click, Cora Catherine — Bridgewater, Va.
A.B. (Bridgewater College), Mathematics.

Clifton, Chester Stanley — Crisp, Texas
A.B. (Trinity University), Sociology.

Codd, Marjorie Virginia — Portsmouth, Va.
B.S. (Farmville State Teachers College), Education, History.

Coffelt, Edith Elizabeth — Waco, Texas
A.B. (Baylor University), Education, English.

Coleman, Donna Elizabeth — El Paso, Texas
A.B. (Texas Woman's College), Education, English.

Coleman, Margaret Louise — Durham, N. C.
A.B. (Duke), English.

Conoley, Rudolph Evander — Everglade City, Fla.
A.B. (Davidson College), History.

Cook, James Jackson — Jesse, W. Va.
A.B. (Concord State Teachers College), Sociology.

Cooper, Thelma Kathryn — Williamstown, Pa.
A.B. (Ursinus College), Education, English.

Copeland, Rachel Victoria — Windsor, N. C.
A.B. (Duke), English, French.

Coppage, Charlotte Godiva — Vanceboro, N. C.
A.B. (Woman's College of U. N. C.), Education, Economics.

Couch, Leon Voight — Eureka, N. C.
A.B. (Emory and Henry), Education, History.

Couch, Ruth Worthington — Eureka, N. C.
B.S. (Woman's College of U. N. C.), Economics.

Countiss, Arthur Allen — Honaker, Va.
A.B. (Emory and Henry), Education, History.

Covington, Bessie — Red Springs, N. C.
A.B. (Flora Macdonald College), Latin.

Cox, Robert Boyd — Johnson City, Tenn.
A.B. (University of Tennessee), A.M. (Peabody College), English.

Craig, Martha Florence — New Albany, Miss.
A.B. (Brenau College), Education.

Crawford, Annie Lee — Laurel, Miss.
A.B. (Mississippi State College for Women), History.

Crawford, Elizabeth Gold — Winchester, Va.
A.B. (Mary Baldwin College), Education.

Curlee, Arley Theodore — Winston-Salem, N. C.
A.B. (University of North Carolina), Mathematics.

Dahmer, Alfred Russell — Kline, W. Va.
A.B. (Shepherd State Teachers College), Education, English.

Dalton, William Theophilus — Goshen, Ala.
B.S. (University of Alabama), Education.

Davis, Alberta Lee — Pensacola, Fla.
A.B. (Florida State College for Women), English.

Davis, Elizabeth Wood — Roxboro, N. C.
A.B. (Smith College), Education.

Davis, Ira Claude — Greenville, S. C.
A.B. (Furman University), Economics, Education.

Davis, Mann Gregg, Jr. — Miami, Fla.
A.B. (University of Miami), Education, Sociology.

Davis, Virginia Bridges — Harrisburg, Pa.
B.S. (Shippensburg State Teachers College), English.

Day, Lyndon Robert — Topeka, Kan.
A.B. (Washburn College), German.

Dean, Charles Wesley, Jr. — Tazewell, Va.
A.B. (Emory and Henry), German.

Deans, Edwina — Wilson, N. C.
A.B. (Woman's College of U. N. C.), Education, Psychology.

DeMond, Robert Orley — Buffalo, N. Y.
A.B., A.M. (Syracuse University), History.

Depew, Arthur McKinley — West Palm Beach, Fla.
A.B. (Milligan College), Sociology.

Dewberry, Joseph Hubert — Stillmore, Ga.
B.S. (South Georgia Teachers College), Education.

Dial, Fred William — West Hamlin, W. Va.
A.B. (Eastern Kentucky Teachers College), Education.

Dickson, Bonnie Ethel — Helton, N. C.
A.B. (Duke), English.

Dill, Gladys Louise — Birmingham, Ala.
A.B. (Woman's College of Alabama), History.

Dobbins, Artie Hunt — Chattanooga, Tenn.
A.B. (University of Chattanooga), Education.

Doby, Julia Lillian — Newsom, N. C.
A.B. (Woman's College of U. N. C.), German.

Dorman, Marion Wallace — Homer, La.
A.B. (Louisiana State Normal), English.

Dotson, Hugh Hight — Boone, N. C.
B.S. (Appalachian State Teachers College), English.

Dotson, Roy — Boone, N. C.
B.S. (Appalachian State Teachers College), Education.

Doub, Richard Edward — Williamsport, Md.
B.S. (Gettysburg College), Education.

Dowd, Orren Edwards — Dunn, N. C.
A.B. (Duke), Education.

Dowdle, Grace — Demorest, Ga.
A.B. (Piedmont College), Education.

Dribben, William Barnett — Cleveland, Miss.
A.B. (Millsaps College), Education.

Duke, Julia Sneed — Savannah, Ga.
A.B. (University of Tennessee), English, Education.

Dunkelberger, Charles LeRoy — Frackville, Pa.
B.S. (Keystone Teachers College), Education.

Dunn, Elmer Cowan — Johnson City, Tenn.
B.S. (East Tennessee State Teachers College), Mathematics.

DuPre, Fannie Jossette — Abbeville, S. C.
A.B. (Lander College), History.

Durst, Margaret Rebecca — Keyser, W. Va.
A.B. (University of Michigan), English.

Eckard, Edwin Woodrow — Hinton, W. Va.
A.B. (Marshall College), Economics.

Elgar, Grace — Wytheville, Va.
A.B. (Duke), Education.

Elliott, Gladys Berry — Bedford, Va.
A.B. (Barnard College, Columbia University), French.

Ellis, Melvin Hobson — Lexington, Miss.
A.B. (University of Mississippi), History, Education.

Enstrom, Eric Alford — Rices Landing, Pa.
A.B. (Waynesburg College), Economics, Sociology.

Espy, Gladys — Moultrie, Ga.
A.B. (Mercer College), Education.

Essick, Robert Edwin — West Salem, O.
B.S. (Ashland College), Education, History.

Evancoe, Paul John — Renovo, Pa.
A.B. (Lebanon Valley College), Education.

Evans, Daisy Reid — Miami, Fla.
A.B. (University of Miami), Education.

Farrington, Joseph A. J., Jr. — Cooleemee, N. C.
B.S. (Duke), Chemistry.

Faulkner, Lawson — Princeton, W. Va.
A.B. (Concord State Teachers College), Education, History.

Felder, Herman McDonald — Mullins, S. C.
A.B. (Wofford College), English.

Fields, Riley Clinton — Carthage, N. C.
A.B. (Duke), History, English.

Fike, Cora Ruth — Eglon, W. Va.
A.B. (Bridgewater College), Education, Mathematics.

Finklea, John James — Evergreen, Ala.
B.S. (Howard College), Education.

Fischer, Marian Agnes — Gettysburg, Pa.
A.B. (Gettysburg College), French.

Fishburn, Ynez — Gulfport, Miss.
A.B. (Southwestern College), Education.

Fisher, Jesse Gilbert — Miami, Fla.
A.B. (Indiana University), French.

Fitts, Thomas Franklin — Palestine, Texas
A.B., A.M. (Texas Christian University), History.

Flanders, Bertram Holland — Oxford, Ga.
A.B., A.M. (Emory University), English.

Flansburgh, Clare Julina — Staunton, Va.
A.B. (University of Maryland), A.M. (Middlebury College), French.

Fletcher, Mildred Jane — Williston, Fla.
B.S. (Florida State College for Women), Economics.

Flink, Marie — Kosciusko, Miss.
A.B. (Millsaps College), Education.

Flinner, Laurence Victor — Ellwood City, Pa.
A.B. (Geneva College), History.

Fluegel, Edna Rose — Wilkes-Barre, Pa.
A.B. (Marywood College), Economics, History.

Foltz, Peter Frederick — Terre Hill, Pa.
B.S. (Millersville State Teachers College), English, Economics.

Foster, William Omer — Durham, N. C.
A.B. (Transylvania College), M.A. (Columbia University), B.D. (Yale), Education, Economics.

Foy, Charles Knox — Gastonia, N. C.
B.S. (George Peabody College), Education.

Francis, Joseph Langhorne — Capron, Va.
B.S. (William and Mary), Education.

Freeman, Robert Earle — Taylors, S. C.
A.B. (Furman University), English.

Fye, Ethel May — Portage, Pa.
A.B. (University of Pittsburgh), Education, English.

Gans, Leona Marie — Point Marion, Pa.
B.S. (West Virginia University), Education, Sociology.

Gardner, Eugene Elmore — Greenville, S. C.
A.B. (Furman), A.M. (University of Chicago), French.

Gardner, James Robert — McKenzie, Tenn.
A.B. (Lambuth College), Zoölogy.

Garrett, Ruth Ogden — Clarksburg, W. Va.
A.B. (Denison University), Education, History.

Garrison, Rubie Belle — Anderson, S. C.
A.B. (Lander College), Education, Economics.

Gaulding, Roxie Geraldine — Memphis, Tenn.
B.S. (Tennessee State Teachers College), English.

Gecenok, Isadore Nathan — Salem, N. J.
A.B. (St. John's College), Education.

Gentry, John Baker, Jr. — Greenville, S. C.
B.S. (Furman University), Education.

George, Theodore Samuel — Grove City, Pa.
B.S. (Grove City), Education, Mathematics.

Gettys, Elizabeth Thomas — Rock Hill, S. C.
A.B. (Winthrop College), Education, Economics.

Gibson, Harvey Taylor — Greenville, S. C.
A.B. (Furman University), English.

Gilbert, Charles Russell — Gettysburg, Pa.
B.S. (Gettysburg College), History.

Gill, Gertrude — Homer, La.
A.B. (Louisiana State Normal), English.

Gill, Sara Katherine — Barnesboro, Pa.
B.S. (Indiana State Teachers College), Education, Mathematics.

Gillespie, Helen — Lancaster, S. C.
A.B. (Converse College), English, History.

Gillies, James Joseph — Turtle Creek, Pa.
B.S. (Allegheny College), Education, History.

Gissendanner, Annie Lee — Pinckard, Ala.
B.S. (University of Alabama), Education.

Goertz, Clare Marion — Sanford, Fla.
A.B. (Florida State College for Women), Mathematics.

Goode, Hal Kelly — Rutherford College, N. C.
A.B. (Duke), Education.

Gordon, Miriam Jackson — Louisville, Ga.
A.B. (Georgia State College for Women), Education, Sociology.

Graham, Arthur Leo — Galveston, Texas
B.S. (Texas Christian University), Education.

Grant, William Arthur — Louisville, Ky.
A.B. (Kentucky Wesleyan), A.M. (University of Kentucky), English.

Gray, Elizabeth Camille — Durham, N. C.
A.B. (Duke), Education.

Green, Ernest Joshua — Columbia, S. C.
A.B., A.M. (Duke), Education.

Griffin, Mary Elizabeth — Tifton, Ga.
A.B. (Wesleyan College), Education, English.

Guess, Sadie May — Brookhaven, Miss.
A.B. (Mississippi State College for Women), Education.

Gump, Lloyd L. — Fairview, W. Va.
A.B. (Fairmont State Teachers College), Education, Psychology.

Gunn, Margaret Lovelace — Augusta, Ga.
A.B. (University of Georgia), Education, French.

Guthrie, Mary Elizabeth — Indiana, Pa.
B.S. (Indiana State Teachers College), Education.

Guy, Philip Aloysius — Mildred, Pa.
B.S. (Mansfield State Teachers College), Education.

Haines, John Markle — Butler, Pa.
B.S. (St. John's College), History.

Hale, Robert Nelson — Endeavor, Pa.
B.S. (Edinboro State Teachers College), Education.

Hale, Thomas King — Frackville, Pa.
A.B. (Pennsylvania State), Education.

Hall, Olney Floyd — Catlettsburg, Ky.
B.S. (Murray State Teachers College), Economics.

Hall, Thaddaeus Bland — Covington, Tenn.
A.B. (Southwestern University), English.

Hall, Thomas Orbra — Dayton, Tenn.
A.B. (Bethel College), Education.

Hamill, Willie Mae — Sturgis, Miss.
A.B. (Grenada College), English.

Hamm, Gladys Irene — Hanover, Pa.
A.B. (Western Maryland), Education, Mathematics.

Hannen, Lew Wallace — Chester, W. Va.
A.B. (Oberlin College), Education.

Hardaway, Elizabeth Annis — Durham, N. C.
A.B. (Duke), Education.

Hardman, Linn B. — Tanner, W. Va.
A.B. (Glenville State Teachers College), Education, English.

Harris, Florence Catherine — Burlington, N. C.
A.B., A.M. (Duke), Education.

Harris, Frances Elizabeth — Good Hope, Ga.
A.B. (Wesleyan College), Education.

Harris, Margaret Lee — Durham, N. C.
A.B. (Duke), Education, Sociology.

Harrison, Francis Eugene, Jr. — Abbeville, S. C.
B.S. (Citadel), French.

Hassell, Allene Brinkley — Durham, N. C.
A.B. (East Carolina Teachers College), Education.

Hauge, Harold Henry — Renova, Pa.
A.B. (Upsala College), Education, English.

Hawley, Eva Claire — Morgantown, W. Va.
A.B. (West Virginia University), Economics, French.

Heflin, Maude Bass — Durham, N. C.
A.B., A.M. (Duke), History.

Hempel, Robert Charles — Braddock, Pa.
A.B. (University of Pittsburgh), English.

Henderson, Grace — Monroe, N. C.
A.B. (Flora Macdonald), English.

Henry, Howard Emerson — Dover, Dela.
B.S. (New Jersey State Teachers College), Education, English.

Hess, John Henry — Fryburg, Pa.
Litt.B. (Grove City College), Education.

Hettinger, Charles Paul — Baden, Pa.
A.B. (Thiel College), English.

Hewell, Onyce Olive — Dewey Rose, Ga.
A.B. (Piedmont College), English.

Hicks, Graham Herndon — Jackson, Miss.
B.S. (University of Mississippi), Education.

Hilliard, Frances Pauline — Clinton, Ky.
A.B. (Murray State Teachers College), English.

Hix, Mary Elizabeth — Durham, N. C.
A.B. (Duke), Education.

Hoag, Merritt Eldred — Greenwich, O.
B.S. (Edinboro State Teachers College), Education.

Hoag, Ruth Lowry — Fort Worth, Texas
A.B. (Texas Christian University), Education, English.

Hoffman, Emily Gray — Bunker Hill, W. Va.
A.B. (West Virginia University), English.

Hoffman, Ira Penn — Pocono Pines, Pa.
B.S. (Bucknell University), Education.

Hoggard, Richard Norfleet — Lewiston, N. C.
A.B. (Duke), English.

Holland, Lynwood M. — Dawson, Ga.
B.S. (Emory University), History.

*Hooper, Conrad Sidney, Jr. — Durham, N. C.
A.B. (Duke), English.

Hooper, Winona Elizabeth — Robbinsville, N. C.
A.B. (Meredith College), English.

Hostetter, Grace Lavinia — Manheim, Pa.
B.S. (Millersville Teachers College), Education, History.

Hower, James Ernest — Berwick, Pa.
B.S. (Gettysburg College), Education, Psychology.

Hudson, Mildred MoNelle — Utica, Miss.
A.B. (Mississippi State College for Women), Education.

Hughes, Frances — Glenville, Ga.
A.B. (Georgia State Woman's College), Education, History.

Hughes, Homer Howard — Sycamore, Ga.
B.Ph. (Emory University), English.

Hulbert, Marie Jones — Augusta, Ga.
B.S. (University of Georgia), Education.

Humphreys, Mary Emily — Berlin, Md.
A.B. (Western Maryland College), History.

Hunt, Eleanor Louise — Apex, N. C.
B.M. (Meredith College), History.

Hunt, Melba Cleo — Apex, N. C.
A.B. (Meredith College), Zoölogy.

Hunter, Edith Phyllis — St. Benedict, Pa.
B.S. (Indiana State Teachers College), Education, Economics.

Hunter, Meryl Wallace — Glenmont, O.
A.B. (Ashland College), Education.

Hurley, Myrtis Tilden — Winter Garden, Fla.
A.B. (Bessie Tift College), Education.

Hutchinson, Merrill Eugene — Yeagertown, Pa.
B.S. (Juniata College), Education, History.

Jacks, William LeRoy — Hummelstown, Pa.
B.S. (Lebanon Valley College), Education.

Jackson, Verdye Catherine — Dunn, N. C.
A.B. (Woman's College of U. N. C.), Education.

Jacobs, James Arnold — Buies, N. C.
B.S. (Murray State Teachers College), Education.

Jacobs, Marion Lee — Chapel Hill, N. C.
B.S., M.S. (University of Nebraska), Mathematics.

Jean, Susie Mae — Houston, Miss.
B.S. (Mississippi State College for Women), Education.

Jewell, Louise — Johnson City, Tenn.
A.B. (Tusculum College), French.

Johnson, Aliene — Mount Berry, Ga.
A.B. (Catawba College), English.

Johnson, Helen Louise — Warren, Pa.
A.B. (Mount Holyoke College), Zoölogy, Botany.

Johnson, Lillian — Mount Airy, N. C.
A.B. (Meredith College), Zoölogy, Economics.

Johnson, Maudell Lavonia — Timpson, Texas
A.B. (Baylor University), English.

Johnston, Glenn William — New Castle, Pa.
B.S. (Geneva College), Education.

* A.B. to be conferred June, 1935.

Jones, Edith Elizabeth — Signal Mountain, Tenn.
A.B. (University of Chattanooga), Economics.

Jones, Perlie Walter — Galax, Va.
A.B. (Emory and Henry), Education.

Jones, Stella Marie — Stollings, W. Va.
A.B. (Marshall College), Zoölogy.

Joslin, Vinnie Rona — Columbus, O.
A.B. (Earlham College), History.

Jupenlaz, Fred August — Covington, Pa.
B.S. (Mansfield State Teachers College), Education, History.

Keen, Ruth — Bowling Green, Ky.
B.S. (Peabody College for Teachers), History.

Keesee, Aubrey Mays — Java, Va.
A.B. (William and Mary College), Economics.

Kelley, Joseph Jackson — Carrollton, Ga.
A.B., B.Ph. (Emory University), French, Education.

Kelley, Rhoda Athaleene — Durham, N. C.
A.B. (Duke University), English.

Kelley, Weddington Harold — Douglasville, Ga.
A.B., A.M. (University of Georgia), English.

Kelly, Sarah Majel — Pineville, Ky.
A.B. (Meredith College), Psychology, Sociology.

Kennedy, Mary — Durham, N. C.
A.B. (Randolph-Macon Woman's College), Education, History.

King, Robert Herndon — Topeka, Kan.
A.B. (Washburn College), German.

Kinney, Hinton Eugene — Temple, Ga.
B.S. (South Georgia Teachers College), Economics, History.

Kirkland, Mary Rebecca — Durham, N. C.
A.B. (Duke), Education.

Knisely, Sarah Kathryn — Elizabethville, Pa.
A.B. (Wilson College), Education, English.

Kuhn, William Jamison — Geneva, O.
A.B. (Hiram College), Economics, History.

Kyle, Jean Elizabeth — Clarksburg, W. Va.
A.B. (West Virginia University), English, French.

Ladner, Heber Austin — Lumberton, Miss.
B.S. (Millsaps College), History.

Lambert, Eloise — Ironton, O.
A.B. (Duke), French.

Langdale, Marguerite — Valdosta, Ga.
A.B. (Georgia State Woman's College), Latin.

Lanier, Clara Duncan — Dublin, Ga.
B.S. (Georgia State Woman's College), Education, English.

Lansdell, Emily Kilpatrick — Hephzibah, Ga.
A.B. (Coker College), English.

Lea, Jenny Lovell — Chattanooga, Tenn.
A.B. (University of Chattanooga), Economics.

League, Mildred Hattie — Travelers Rest, S. C.
B.S. (Greenville Woman's College), Education, Sociology.

Ledbetter, Jap — Shelby, N. C.
A.B. (Duke), Education.

LeGwin, Mary McCullen — Rockingham, N. C.
A.B., A.M. (Duke), Chemistry.

Lewis, George Gordon — East Hickory, Pa.
B.S. (Edinboro State Teachers College), Education, History.

Lewis, Gomer Junior — Jermyn, Pa.
B.S. (Mansfield State Teachers College), Education.

Lilly, Owen Pendleton — Glen Hedrick, W. Va.
A.B. (Concord State Teachers College), Education.

Lincoln, Clarene Elizabeth — Broadway, Va.
A.B. (Elon College), Psychology.

Lloyd, Mary Lenore — Charlotte, N. C.
A.B. (Queens-Chicora College), Education.

Logan, Mary Sue — Fort Worth, Texas
B.Ed. (Texas Christian University), Education, Psychology.

Loggins, Sarah Willis — Greenwood, Miss.
A.B. (Mississippi State College for Women), Education, English.

Long, Mary Eleanor — Tupelo, Miss.
A.B. (Mississippi State College for Women), English, History.

Longanecker, Edwin Snyder — Littlestown, Pa.
B.S. (Shippensburg State Teachers College), Education.

Lovvorn, Mary — Carrollton, Ga.
A.B. (Bessie Tift College), English.

Lowe, Claude William — Edison, Ga.
A.B. (University of Georgia), Economics, Education.

Lynch, Robert Allen — Tyronza, Ark.
A.B. (Arkansas State Teachers College), Education, Economics.

Lynn, Vera Evelyn — Baxley, Ga.
A.B. (Bessie Tift College), Education.

McCallie, Spencer Jarnagin — Chattanooga, Tenn.
A.B. (University of Virginia), Education, History.

McCamey, Kathryn Elizabeth — Butler, Pa.
B.S. (Slippery Rock State Teachers College), Education.

McCarthy, Louise Anne — White Oak, Ga.
B.S. (Georgia State College for Women), Education.

McCaslin, Phoebe Elizabeth — Ellwood City, Pa.
A.B. (Geneva College), Education.

McCollum, Mary E. — Donora, Pa.
B.S. (California State Teachers College), Education, English.

McConnell, John Daniel — Winston-Salem, N. C.
B.S. (Davidson College), Economics.

McCormick, Addie — Miami, Fla.
B.S. (Florida State College for Women), Education.

McCormick, Dwight Williams — Bromwell, W. Va.
A.B. (Concord State Teachers College), Education, History.

McCowan, Dora Viva — Peoples, Ky.
A.B. (Hope College), Education, English.

McDowall, Jack — Winter Park, Fla.
B.S. (North Carolina State College), Education.

McElmurray, Emily Leslie — Waynesboro, Ga.
A.B. (Georgia State College for Women), Education, Psychology.

McInnis, Sam W. — Gainesville, Fla.
A.B., A.M. (University of Florida), Mathematics.

McKay, James Taylor — Lavonia, Ga.
Ph.B. (Piedmont College), Education.

McKee, John Anderson — Rowlandsville, Md.
A.B. (University of Pennsylvania), Education.

McKenzie, Thelma Page — Sulligent, Ala.
A.B. (Mississippi State College for Women), Education, Sociology.

McMahon, Anne — Beaumont, Texas
A.B. (Texas University), Education, English.

McMorrough, Harriet Enochs — Lexington, Miss.
A.B. (Grenada College), History.

McRae, Mary Leslie — Iuka, Miss.
A.B. (University of Mississippi), Education, History.

Madison, Blaine Mark — Olin, N. C.
A.B. (High Point College), A.M. (Duke), Education.

Magill, John William — Clairton, Pa.
B.S. (California State Teachers College), Mathematics, Chemistry.

Mandeville, Sara Elise — Jesup, Ga.
A.B. (Georgia State Woman's College), Education, History.

Manning, Alice May — Waynesburg, Pa.
A.B. (Pennsylvania State), Economics, Education.

Markham, Evelyn — Jacksonville, Fla.
B.S. (Florida State College for Women), English.

Markham, Ruth Ahlborn — Durham, N. C.
A.B. (Woman's College of U. N. C.), Education.

Martin, Marietta Pauline — Montgomery, W. Va.
A.B. (New River State College), Economics, History.

Martin, Thomas Lee — Dawson, Ga.
A.B. (Emory University), Education.

Mathews, John Cornelius, Jr. — Nashville, Ga.
B.S. (Emory University), Zoölogy.

Maxwell, Edith Crawford — Laurel, Miss.
A.B. (Millsaps College), English.

Meredith, Evelyn Tucker — Nichols, Fla.
A.B. (University of Cincinnati), English, History.

Metz, Earl Clarence — West Salem, O.
A.B. (Capital University), Education, History.

Mewshaw, Erma Moore — Winston-Salem, N. C.
A.B. (Meredith College), English.

Michael, Paul George — Fairview, W. Va.
A.B. (Fairmont State Teachers College), Education.

Milam, Ethel — Sutherlin, Va.
B.S. (Harrisonburg State Teachers College), Economics.

Miller, Bernice Rosamond — Hermanville, Miss.
A.B. (Millsaps College), History.

Miller, Paul Robert — Springville, Pa.
B.S. (Mansfield State Teachers College), Education.

Mimms, Louise Sharkey — Utica, Miss.
A.B. (Belhaven College), Education, English.

Misenheimer, Mary Ethel — Lexington, N. C.
A.B. (Meredith College), Education.

Mitchell, Bessie Ward — Sparta, Tenn.
A.B. (Maryville College), English.

Mitchell, James Harvey — Franklinville, N. C.
B.S. (Furman University), Education.

Montgomery, Reid Hood — Richburg, S. C.
A.B. (Wofford College), French, Economics.

Moore, Allie Mae — Travelers Rest, S. C.
B.S. (Greenville Woman's College), Education, Sociology.

Moore, John Burchell — Augusta, Ga.
A.B., A.M. (University of South Carolina), English.

Moore, Katheryn — Newbern, Tenn.
A.B. (Union University), French.

Moore, Katherine Boude — Takamatsee, Japan
A.B. (Flora Macdonald College), German.

Moore, Ross Henderson — Jackson, Miss.
B.S. (Millsaps), A.M., M.S. (University of Chicago), History.

Moorman, Claude Thurman — Roanoke, Va.
B.S. (Virginia Military Institute), Education.

Morris, Emma Dean — Point Marion, Pa.
A.B. (Muskingum College), History.

Morrow, Alice Elbridge — Louisville, Ky.
A.B. (Western College), Education, History.

Mount, Elizabeth — Jacksonville, Fla.
A.B. (Wesleyan College), Education.

Mounts, Charles Eugene — Gainesville, Fla.
A.B., A.M. (University of Florida), English.

Mouton, Eve Rita — Lafayette, La.
A.B. (Southwestern Louisiana Institute), French.

Moyer, Anna Mary — Hummel's Wharf, Pa.
A.B. (Susquehanna University), French.

Mullen, Anthea Frances — Charlotte, N. C.
A.B. (Queens-Chicora College), Education.

Mullins, Earl Bryan — Pound, Va.
A.B. (Milligan College), History.

Murchison, Ruth Claudia — Rock Hill, S. C.
A.B. (Winthrop College), Education, Economics.

Newman, Mary Rowena — Winston-Salem, N. C.
A.B. (Duke), Education.

Nichols, Anna Faye — Durham, N. C.
A.B. (Elon College), Education.

Nicholson, Mary Davis — Worthington, Pa.
A.B. (Westminster College), French, History.

Nissley, Christian Musser — Neffsville, Pa.
A.B. (Franklin and Marshall College), Zoölogy.

Northcutt, Jewelle Rosalind — McFarlan, N. C.
A.B. (Columbia College), Latin.

Norton, William Randolph — Glen Hedrick, W. Va.
A.B. (Lynchburg College), Education.

Oden, Wilbur Penn — Cullman, Ala.
A.B. (University of Alabama), Chemistry.

Oliver, Maggie Louise — Meadville, Miss.
A.B. (Mississippi State College for Women), Education, English.

Otey, Cosby Millard — Crumpler, W. Va.
A.B. (Concord State Teachers College), Education.

Parker, Anne Elizabeth — Chattanooga, Tenn.
A.B. (University of Chattanooga), French.

Parker, Beulah Britain — Chattanooga, Tenn.
A.B. (University of Chattanooga), History.

Parker, Blanche — Ogeechee, Ga.
A.B. (Georgia State Woman's College), English.

Parr, Lois Alberta — Atlanta, Ga.
B.S. (Peabody College), English.

Partlow, Benjamin Wissler — Bedford, Va.
B.S. (Washington and Lee University), M.S. (George Washington University), Mathematics.

Pearce, Lora May — Augusta, Ga.
Ph.B. (University of Chicago), Education.

Peaslee, Ethel Virginia — Rowlesburg, W. Va.
B.S. (West Virginia University), Education, English.

Peeples, Virginia Ann — Eupora, Miss.
A.B. (Mississippi State College for Women), Education.

Pell, Evelyn Jackson — Pilot Mountain, N. C.
A.B. (Asbury College), French.

Perry, Gilbert Vincent — Wyoming, Pa.
A.B. (Notre Dame College), History.

Phillips, Paul L. — Belington, W. Va.
A.B. (Morris Harvey College), Economics.

Phillips, Tom Rhea — Dublin, Miss.
A.B. (Mississippi College), Education.

Piatt, John Elias — Wyoming, Pa.
A.B. (Susquehanna University), Education.

Pitts, Sara Elizabeth — Saluda, Va.
A.B. (Randolph-Macon Woman's College), Education.

Placid, Dom — Belmont, N. C.
A.B. (Belmont Abbey), A.M. (Catholic University of America), English.

Planck, Carl Gustave — Charleston, S. C.
B.S. (Rose Polytechnic Institute), Education.

Plyler, Conrad A. — Lancaster, S. C.
A.B. (Wofford), Education.

Poindexter, Mary Lee — Fort Worth, Texas
A.B. (Texas Christian University), French.

Pollock, Stanley Z. — Turkey, N. C.
B.S. (North Carolina State College), Education.

Poole, Sarah Elizabeth — Mayodan, N. C.
A.B. (Woman's College of U. N. C.), Psychology.

Poovey, Maybelle — High Point, N. C.
A.B. (Duke), Education, English.

Porter, Helen Elizabeth — Clinton, S. C.
A.B. (Flora Macdonald College), English.

Porter, Julia Adeline — Clinton, S. C.
A.B. (Flora Macdonald College), French.

Pou, Helen — Petal, Miss.
A.B. (Judson College), English.

Powell, William Flynn — Asheville, N. C.
A.B. (Princeton), Chemistry.

Pratt, Francis Marion — Winston-Salem, N. C.
A.B. (Duke), Education.

Price, Curtis — Ellenboro, N. C.
A.B. (Duke), Education.

Price, Lucy Ethel — Milligan College, Tenn.
B.S. (Milligan College), M.S. (University of Tennessee), English.

Price, Nancy Jackson — Utica, Miss.
A.B. (Mississippi State College for Women), Education, English.

Pritchett, Leo Kluttz — Banner Elk, N. C.
A.B. (Davidson College), Psychology.

Radford, Caroline Elizabeth — Monroe, Ga.
A.B. (Wesleyan College), Education.

Ralston, Stanley Edward — Slippery Rock, Pa.
B.S. (Slippery Rock State Teachers College), Education.

Ramsey, Julia Emma — Banner Elk, N. C.
B.L. (Flora Macdonald College), English.

Randle, Clinton Wilson — Hickman, Ky.
A.B. (Duke), Economics, Sociology.

Ray, Clarence — Elizabeth, W. Va.
A.B. (Marshall College), Education.

Ray, Claude Elbert — Milledgeville, Ga.
B.S. (Clemson College), Education.

Ray, Cora Miller — Belton, Texas
A.B. (Baylor College), Education.

Ray, Nellie Ruth — Athens, Tenn.
A.B. (University of Chattanooga), French.

Ray, Ola — Clarkesville, Ga.
B.S. (Piedmont College), English, Mathematics.

Reaves, Ella Elizabeth — Birmingham, Ala.
B.S. (Howard College), English.

Reeves, Marie Louise — Americus, Ga.
B.S. (Georgia State College for Women), Education.

Reeves, William Thomas — Lake Junaluska, N. C.
A.B. (The Citadel), Education, History.

Reuter, William Leo — York, Pa.
B.S. (Millersville State Teachers College), Education, History.

Rice, Clinton Posey — Traveler's Rest, S. C.
A.B. (Furman University), Education.

Rice, Ruth Smith — Bluefield, W. Va.
A.B. (Concord State College), English.

Richardson, Hattie — Warren, Ark.
A.B. (Arkansas State Teachers College), Education.

Richmond, John Ashley — Jonesville, Va.
A.B. (Emory and Henry), Education.

Richmond, John Doody — Ewing, Va.
B.S., A.B. (Emory and Henry), Education.

Richmond, William Dickenson — St. Paul, Va.
A.B. (Emory and Henry), Education.

Ricketts, Dean Leslie — Huntington, W. Va.
A.B. (Ohio Wesleyan University), Education.

Riffe, Louise Jessie — Lester, W. Va.
A.B. (Marshall College), English.

Rimmer, Maude Ella — Bluefield, W. Va.
B.S. (Radford State Teachers College), History.

Ritchie, Susie Elizabeth — Cornelia, Ga.
A.B. (Piedmont College), English.

Roberson, Paul Dawson — Robersonville, N. C.
A.B. (Duke), Economics.

Robertson, Eleanor Virginia — Johnson City, Tenn.
B.S. (Johnson City State Teachers College), Education, English.

Roche, Margaret Jeanette — Williamson, W. Va.
A.B. (Marshall College), Education.

Rogers, Lola Marler — Durham, N. C.
A.B. (Duke), Economics.

Rogers, Sarah Slack — Frankfort, Ky.
A.B. (Kentucky Wesleyan), Sociology, Education.

Rohrbaugh, Ralph Norman — Highfield, Md.
A.B. (Duke), Education, French.

Rollings, Grace Dunlap — Kershaw, S. C.
A.B. (Winthrop College), French.

Rooks, Virginia — Hephzibah, Ga.
A.B. (Georgia State College for Women), History, Education.

Ropp, George William — Middletown, Va.
A.B. (Hampden-Sydney College), Education, Latin.

Ropp, Katharine Wallace — Middletown, Va.
A.B. (Randolph-Macon Woman's College), Education, History.

Ross, Annis Merie — Buckhannon, W. Va.
A.B. (West Virginia Wesleyan), French.

Ross, Ella Virginia — Johnson City, Tenn.
B.S. (Johnson City State Teachers College), Education.

Rountree, Elliott Moye — Reidsville, Ga.
A.B. (Mercer University), Education.

Sanborn, Willa — Americus, Ga.
A.B. (University of Georgia), History, Sociology.

Sanders, Ollie Bernice — Rock Hill, S. C.
A.B. (Duke), Mathematics, Education.

Schmidt, Frederick Jacob — Bernhart, Pa.
A.B. (Dickinson College), Education, English.

Schneider, Julius August — Hazleton, Pa.
A.B. (Lafayette College), Education, History.

Schockloss, Michael Daniel — Swoyerville, Pa.
B.S. (East Stroudsburg State Teachers College), History, English.

Schoener, Homer Kilmer — Myerstown, Pa.
B.S. (Albright College), Education.

Schrack, John Howard — Shillington, Pa.
A.B. (Kutztown State Teachers College), Education.

Scott, George Milton — Augusta, Ga.
A.B. (University of Chattanooga), English.

Seigler, Milledge Broadus — Batesburg, S. C.
A.B. (Furman University), English.

Shaffer, Donald Wade — Mercersburg, Pa.
B.S. (Shippensburg State Teachers College), English.

Shaffer, Dorothy Violet — Masontown, W. Va.
A.B. (West Virginia University), Education, Economics.

Sharpe, Evelyn — Ogeechee, Ga.
B.S. (Georgia State College for Women), Education.

Shaw, Daryl Winston — Camptown, Pa.
B.S. (Mansfield State Teachers College), Education.

Shaw, John Sidney — Orlando, Fla.
A.B. (Duke), History.

Sheese, Mildred Libbie — Washingtonville, Pa.
A.B. (Wilson College), Education, History.

Shepherd, Stella Thetis — Orrum, N. C.
A.B. (Woman's College of U. N. C.), Education, Economics.

Sheriff, Ralda — Orangeburg, S. C.
A.B. (Winthrop College), Education, English.

Shields, Margaret Virginia — Brandon, Miss.
A.B. (Belhaven College), English.

Shiver, Cornelia Anna — Americus, Ga.
A.B. (Georgia Wesleyan), A.M. (Northwestern University), Education, History.

Simmons, Edgar Boyd — Bridgewater, Va.
A.B. (Bridgewater College), Mathematics.

Skeen, James Morris — Clintwood, Va.
A.B. (Emory and Henry), Education.

Skeen, Virgil Friend — Clintwood, Va.
A.B. (Emory and Henry), Education.

Sloan, Marion Lucile — Princeton, W. Va.
A.B. (Concord State Teachers College), History.

Smith, Benjamin Lee — Shelby, N. C.
A.B. (Duke), Education, History.

Smith, Cecil Clive — Durham, N. C.
A.B. (University of North Carolina), Education, Mathematics.

Smith, Charles Bunyan — Tallassee, Ala.
B.S., A.M. (Peabody College), Education, Sociology.

Smith, Charles William — Hopewell, Va.
B.S. (Howard College), German.

Smith, Dorothy Elizabeth — Iuka, Miss.
A.B. (Mississippi State College for Women), Education.

Smith, Harry Otto — Woodsboro, Md.
A.B. (Western Maryland College), Education.

Smith, Helen — Worthen, Ga.
B.S. (University of Georgia), Education.

Smith, Pauline Estella — Meridian, Miss.
A.B. (Mississippi State College for Women), English, German.

Smith, Virginia Baxter — Demorest, Ga.
A.B. (Piedmont College), A.M. (University of Georgia), English.

Snodgrass, Annie Lee — Norton, Va.
A.B. (University of Maryland), History.

Snooks, Flora Katherine — Ailey, Ga.
A.B. (Wesleyan), Education, Sociology.

Snowden, Jesse Otho — Lucedale, Miss.
A.B. (University of Mississippi), Education.

Spangler, Arthur Hodson — Peterstown, W. Va.
A.B. (Concord State Teachers College), Zoölogy.

Sparks, Carrie Lee — Johnson City, Tenn.
B.S. (Tennessee State Teachers College), Education.

Spencer, John Corson — Guinea Mills, Va.
A.B. (University of Richmond), Education, History.

Stallings, Laelius — Newnan, Ga.
A.B. (Agnes Scott College), French.

Stanford, Mary Leola — Jesup, Ga.
A.B. (Wesleyan), Sociology.

Stanley, Elizabeth Fannin — Cannelton, W. Va.
A.B. (New River State Teachers College), English, French.

Stansberry, Katheryn Louise — Clinton, Tenn.
A.B. (Carson and Newman College), English, French.

Steelman, Ruth Amber — Hickory, N. C.
A.B. (Lenoir-Rhyne College), Education, Psychology.

Stephenson, Claude May — Welch, W. Va.
A.B. (Chowan College), English.

Stewart, James Jackson, Jr. — Mount Holly, N. C.
B.S. (Davidson College), Education.

Stewart, Laura Nesbit — Monroe, N. C.
B.S. (Woman's College of U. N. C.), Education, Economics.

Stewart, Mary Alice Leath — Durham, N. C.
B.S. (Georgia State College for Women), Education, Psychology.

Stoudt, Eugene Frank — Myerstown, Pa.
B.S. (Albright College), Education.

Stout, Bertha Elizabeth — Clarksburg, W. Va.
A.B. (Denison University), English.

Stradley, Reese Gillespie — Norton, Va.
B.S. (Emory and Henry), Mathematics.

Strange, William Ernest — Enterprise, Miss.
A.B. (University of Mississippi), Mathematics.

Strong, Bessie Louise — Bailey, Tenn.
B.S. (Tennessee State Teachers College), French.

Sutton, Chester McKinley — Augusta, Ga.
A.B. (Haverford), M.A. (University of North Carolina), English.

Taylor, Nancy Nettles — Wilmington, N. C.
A.B. (Woman's College of the U. N. C.), English.

Taylor, Noel Alexander — Williamstown, Pa.
B.S. (Shippensburg State Teachers College), Education.

Thacker, Elouise Virginia — Franklin, W. Va.
B.S. (West Virginia University), Education.

Thompson, Alexander Campbell — St. Louis, Mo.
B.S. (Washington and Lee University), Chemistry.

Thompson, Jewell, Irene — New Albany, Miss.
A.B. (Mississippi State College for Women), Education.

Thompson, Maurine — Mathiston, Miss.
B.S. (Mississippi Delta State Teachers College), English.

Thompson, Paul Everett — Vidalia, Ga.
B.S. (South Georgia Teachers College), Education.

Timmerman, John Ransom, Jr. — Edgefield, S. C.
A.B. (Furman University), History, French.

Tipton, Dorothy Grace — Chadbourn, N. C.
B.S. (Woman's College of U. N. C.), Education.

Titus, Donald J. — Waynesburg, Pa.
A.B. (Waynesburg College), English.

Todd, Frances Marion — Augusta, Ga.
A.B. (Winthrop College), Spanish.

Trexler, Dora May — Spartanburg, S. C.
A.B. (Converse College), A.M. (Duke), Education.

Trice, Olive Lynn — Gilbertown, Ala.
B.S. (University of Alabama), English.

Triplett, Edna Bernadine — Charlotte, N. C.
A.B. (Queens College), English.

Tryon, Florence Reno — Pensacola, Fla.
B.S. (Florida State College for Women), Education.

Turner, Anne — Dawson, Ga.
A.B. (University of Georgia), Latin.

Turner, Clover Dyess — Utica, Miss.
B.S. (Middle Tennessee Teachers College), Education.

Turner, Jett Joseph — Utica, Miss.
B.S. (Mississippi State College), Education.

Tyler, George William — Seven Mile Ford, Va.
B.S. (Emory and Henry College), Education, Mathematics.

Tyler, Karlie Reed — Glen St. Mary, Fla.
B.S. (Florida State College for Women), Education, History.

Ulrich, Foster Grosh — Lancaster, Pa.
A.B. (Lebanon Valley College), Education.

Van Hook, Benjamin Ormond — Jackson, Miss.
A.B. (Millsaps College), A.M. (Vanderbilt University), Mathematics.

Veasey, Wesley Floyd — Goldston, N. C.
A.B. (University of North Carolina), Education.

Veit, Ruth Elizabeth — Shillington, Pa.
B.S. (Kutztown State Teachers College), Education, History.

Wagner, Horace McDonald — Montcalm, W. Va.
A.B. (Concord State Teachers College), Education, History.

Wake, Jane Maphis — Strasburg, Va.
B.S. (Harrisonburg State Teachers College), Education.

Wake, Orville Wentworth — Strasburg, Va.
A.B. (Lynchburg College), Education.

Walker, Thelma Pauline — Johnson City, Tenn.
B.S. (East Tennessee State Teachers College), Education.

Walton, Leslie Hughes — Richmond, Va.
A.B. (Richmond University), A.M. (Duke), Education.

Walton, Nancy Margaret — Danville, Va.
B.S. (Farmville State Teachers College), Education.

Warren, John Sharp — Wrens, Ga.
A.B. (Millsaps College), A.M., B.D. (Emory University), Education.

Watkins, Grace Landrum — Dublin, Ga.
A.B. (University of Richmond), Education, French.

Watson, Frederick Lowe — Burlington, Pa.
B.S. (Mansfield State Teachers College), Education, History.

Watson, James Donald — Corry, Pa.
B.S. (Mansfield State Teachers College), Education, Mathematics.

Weaver, James Carlvin — Saxis, Va.
A.B. (Lynchburg College), Education, French.

Weaver, Mary Virginia — Asheville, N. C.
A.B. (Randolph-Macon Woman's College), Education.

Weddle, William McKinley — Check, Va.
B.S. (George Peabody College), Education.

Weeks, Benn — Westfield, Pa.
B.S. (Mansfield State Teachers College), Education.

Weidner, Elizabeth Eleanor — Lumberport, W. Va.
A.B. (West Virginia University), English, French.

Werner, Albert Henry — Cary, N. C.
B.S. (Duke), Economics.

Wertz, Roy Albert — Frackville, Pa.
A.B. (Muhlenberg College), Education, Mathematics.

Westmoreland, Sloan — Travelers Rest, S. C.
A.B. (University of South Carolina), Education, Mathematics.

White, James Wilson — Graham, N. C.
B.S. (Davidson College), Mathematics.

Whitfield, Yvonne Mouton — Lafayette, La.
A.B. (Southwestern Louisiana Institute), Economics.

Williams, Elizabeth Rose — Iva, S. C.
A.B. (Erskine University), English.

Williams, Ellis Downing — Clark's Summit, Pa.
B.S. (Mansfield State Teachers College), Education.

Williams, Erman Ridgeway — Wilson, N. C.
A.B. (Atlantic Christian College), Zoölogy.

Williams, Staton Pender — Robersonville, N. C.
A.B. (Duke), Economics.

Wilson, George Branford — Berlin, Md.
B.S. (Johns Hopkins University), Education.

Wilson, Violette — Kinston, N. C.
A.B. (Greensboro College), Education.

Winter, George Virgil — Ford City, Pa.
B.S. (Westminster College), Education, Sociology.

Withers, Clarence Maxwell — Huntington, W. Va.
A.B. (Marshall College), Economics, Education.

Woodruff, Lorita — Mt. Airy, N. C.
A.B. (Woman's College of U. N. C.), Education.

Woodruff, Margaret — Johnson City, Tenn.
B.S. (East Tennessee State Teachers College), Education.

Woodward, John Lisbon — Richlands, N. C.
A.B. (Duke), Education.

Worley, Claude — Glen Daniel, W. Va.
A.B. (Concord State Teachers College), Education.

Wright, Caroline Haskell — Greenville, S. C.
A.B. (Newberry College), Education.

Yandle, Ray Alexander — Monroe, N. C.
A.B. (Duke), Education.

Yeary, Alva Davidson — Ewing, Va.
B.S. (College of William and Mary), Economics, Education.

Yohe, John Small — Fayetteville, Pa.
B.S. (Shippensburg State Teachers College), German.

Young, Helen Luella — Chester, W. Va.
A.B. (Ohio University), English, History.

Young, Mabel Dorothy — Ellwood City, Pa.
A.B. (Geneva College), Education, English.

SUMMER OF 1934; SECOND TERM

Alexander, Ellen — Mountville, S. C.
A.B. (Winthrop), History.

Bailey, Margaret Elizabeth — Rock Hill, S. C.
A.B. (Winthrop), Latin.

Baker, Charles Kinmer — Texarkana, Ark.
A.B. (Arkansas State Teachers College), Education.

Bell, Mary Catherine — Bristol, Tenn.
A.B. (University of Richmond), Latin.

Berlin, Margaret Martha — McKeesport, Pa.
B.S. (Indiana State Teachers College), Education, English.

Boatwright, Eleanor Miot — Augusta, Ga.
B.S. (Columbia University), History.

Boggess, Mildred Opal — Parkersburg, W. Va.
A.B. (Baylor University), Education.

Bostic, Dorothy Anne — Forest City, N. C.
A.B. (Brenau College), Education.

Brooks, Onnie Estus — Pineville, W. Va.
A.B. (Marshall), Education.

Browning, Elmer Ross — Logan, W. Va.
A.B. (Marshall), Education.

Bryant, John Richard — Kansas City, Mo.
A.B. (Oklahoma Baptist University), A.M. (Tulane), History.

Burgess, William Alex — St. Albans, W. Va.
B.S. (Clemson), Education, Mathematics.

Burkett, William George — Houston, Pa.
A.B. (Muskingum College), Education.

Carr, Howard Ernest — Johnson City, Tenn.
B.S. (Tennessee State Teachers College), Education.

Carson, Louis Frederick — Gaffney, S. C.
A.B. (Furman University), Education.

Clarke, Anne Olivia — Swainsboro, Ga.
A.B. (Bessie Tift College), Education.

Collins, Elmer Harland — Clarksburg, W. Va.
A.B. (Glenville State Teachers College), Education.

Cooke, Johnsie Sue — Charleston, W. Va.
A.B. (West Virginia University), Education, English.

Coppock, Elizabeth Randall — Spartanburg, S. C.
A.B. (Winthrop), Education.

Cox, Hazel — Galax, Va.
A.B. (Emory and Henry), Education.

Crews, Thelma Irene — Winston-Salem, N. C.
A.B. (Salem College), Education.

Cruson, Florence Eleanor — Pittsburgh, Pa.
B.S. (Syracuse University), Zoölogy.

Danielson, Gonell D. — Jamestown, N. Y.
A.B. (West Virginia University), English, Education.

Dantzler, Emily Amanda — Holly Hill, S. C.
A.B. (Lander College), Mathematics.

Davis, Cornelia Burr — Forty Fort, Pa.
A.B. (Cornell University), Botany.

Davis, Donald Albert — Williamstown, Pa.
B.S. (Shippensburg State Teachers College), Education, Mathematics.

deTreville, Catherine — Walterboro, S. C.
A.B. (Winthrop), History.

Dooley, Emilie Phoebe — Kingston, Pa.
A.B. (Syracuse University), History, English.

Efird, Laura Christine — Raleigh, N. C.
A.B. (Duke), Mathematics, Education.

Epps, Florence Theodore — Myrtle Beach, S. C.
A.B. (Winthrop College), Education.

Fair, Frances Helen — Batesburg, S. C.
A.B. (Brenau College), Education.

Flora, Bertha M. — Honesdale, Pa.
B.S. (New York University), English, Education.

Friel, Roy Henry — Gipsy, Pa.
B.S. (Indiana State Teachers College), History.

Glenn, William Ellis — West Birmingham, Ala.
B.S. (Alabama Polytechnic Institute), M.A. (Emory), Mathematics.

Gottlieb, Theodore — New Hope, Pa.
A.B. (University of Pennsylvania), A.M. (Columbia University), Education.

Gray, Elizabeth Camille — Durham, N. C.
A.B. (Duke), Education.

Grimm, Anna Norfolk — Baltimore, Md.
A.B. (Goucher), Political Science.

Hale, Robert Nelson — Endeavor, Pa.
B.S. (Edinboro State Teachers College), History.

Harris, Lois Isadora — Ashland, Ky.
A.B. (Marshall), Botany.

Harris, Ray — Murfreesboro, Tenn.
B.S. (Murfreesboro State Teachers College), Education.

Harrison, Carl Ross — Edinboro, Pa.
B.S. (Edinboro State Teachers College), Education, English.

Harton, John James — Movilton, Ark.
A.B. (Hendrix), A.M. (George Peabody), Education.

Hawkins, Lois — Quincy, Fla.
A.B. (Florida State College for Women), History.

Heilman, Carl Ernest — Lebanon, Pa.
A.B. (Lebanon Valley), Mathematics.

Henderson, Mary Elizabeth — Cartersville, Ga.
A.B. (Wesleyan College), Political Science.

Henne, Albert Charles — Dickson City, Pa.
B.S. (East Stroudsburg State Teachers College), Education, History.

Hetler, Arline Ruth — Berwick, Pa.
B.S. (Pennsylvania State College), History.

Hill, Benjamin Frederick — Charleston, W. Va.
A.B. (West Virginia University), Education.

Hiller, Grace — Calhoun City, Miss.
A.B. (Mississippi State College for Women), Education.

Hoff, Lola Kathryn — Lansdale, Pa.
A.B. (Temple), M.A. (University of Pennsylvania), English, French.

Horkan, Elizabeth Faye — Moultrie, Ga.
A.B. (Wesleyan College), Education.

Huggins, Rosalie — Hartsville, S. C.
A.B. (Limestone College), Education.

Humphrey, Eunice Gertrude — Memphis, Tenn.
A.B. (University of Tennessee), Latin.

Hutcherson, Ethel Madge — Lake City, Fla.
B.S. (Florida State College for Women), Religion, English.

Illich, Mary Virginia — Baltimore, Md.
A.B. (Goucher), Political Science.

James, Helen Rebecca — Baltimore, Md.
A.B. (Goucher), French.

Jernigan, Willie Belle Terry — Lake City, Fla.
A.B. (Florida State College for Women), History, English.

Jones, Sam Bruce — Hazel, Ky.
B.S. (Murray State Teachers College), Education, English.

Jones, Stella Marie — Stollings, W. Va.
A.B. (Marshall), Education.

Keith, Harry Dale — Fairview, W. Va.
A.B. (West Virginia University), Education, Zoölogy.

Kell, Kathleen Ruth — Pascagonda, Miss.
A.B. (Mississippi State College for Women), Education.

Kelly, Edward Hetherton — Handley, W. Va.
A.B. (Marshall), History.

Kelly, Lucille — Monessen, Pa.
B.S. (Carnegie Institute of Technology), Education.

Kiethline, Mildred B. — Shickshinny, Pa.
B.S. (Mansfield State Teachers College), Education, English.

King, Carmel Lina — Johnson City, Tenn.
B.S. (East Tennessee State Teachers College), Education.

Klein, Earl Roy — Pittsburgh, Pa.
B.S. (Ohio University), Education.

Koontz, William Kenneth — Jennerstown, Pa.
B.S. (Juniata College), Education, Zoölogy.

Kuhn, Robert Elwood — Charleston, W. Va.
A.B. (Marshall), Education.

Lacy, Frank McCormick — Halifax, Va.
A.B. (University of Richmond), Education.

Landrum, Louella — Clinton, Miss.
A.B. (Mississippi College), English, Education.

Langdale, Marguerite — Valdosta, Ga.
A.B. (Georgia State College for Women), Latin.

Ludwig, Elva Daisy — Phoenixville, Pa.
B.S. (Millersville State Teachers College), Education, English.

McAndrew, James Joseph — Throop, Pa.
B.S. (East Stroudsburg State Teachers College), Education.

McGavock, Emily Graham — Max Meadows, Va.
B.S. (Farmville State Teachers College), Mathematics, Education.

McNeal, Ruth Blanche — Ellaville, Ga.
B.S. (University of Georgia), Education.

Martin, Eula Mozelle — Murrayville, Ga.
A.B. (North Georgia College), English, History.

Martin, Lewis Tabor — Murrayville, Ga.
B.S.C. (North Georgia College), Education.

Meeks, Lucile Lester — Keyser, W. Va.
A.B. (Randolph-Macon Woman's College), English.

Meredith, William Ralph — Horn Lake, Miss.
B.S. (Mississippi State College), Education.

Miller, Charles Lee, Jr. — Stapleton, Ga.
A.B. (Mercer University), Education.

Miller, Eugenia — Crenshaw, Miss.
A.B. (University of Michigan), History, Education.

Misenheimer, Mary Ethel — Lexington, N. C.
A.B. (Meredith College), Education.

Moskowitz, Joseph — Rankin, Pa.
B.S. (Duquesne University), Education.

Neal, Edith Mae — Greensboro, N. C.
B.S. (Woman's College of U. N. C.), Education.

Nichols, Anna Faye — Durham, N. C.
A.B. (Elon College), Education.

Northcutt, Jewelle Rosalind — McFarlan, N. C.
A.B. (Columbia College), Latin.

Norton, Martha Hood — Glen Hedrick, W. Va.
A.B. (Woman's College of U. N. C.), English, Education.

Norton, William Randolph — Glen Hedrick, W. Va.
A.B. (Lynchburg), Education.

Palmer, Percy Robert — Bebee, W. Va.
A.B. (Marshall), Mathematics, Religion.

Perkins, Mary Douglas — Chester, S. C.
A.B. (Erskine College), Education.

Plymale, Norton Ewart — Kenova, W. Va.
B.S., M.S. (Ohio State), Education.

Pratt, Francis Marion — Winston-Salem, N. C.
A.B. (Duke), Education.

Purcell, Wilbur Hallam — Mulberry, Fla.
A.B. (John B. Stetson University), History.

Rau, Edna — St. Louis, Mo.
A.B. (Harris Teachers College), Botany.

Register, Elinor Louise — Jasper, Fla.
A.B. (Florida State College for Women), Education.

Reinke, Esther Richter — Fort Meade, Fla.
A.B. (Lawrence College), History.

Riegle, Cleopatra Rutter — Daytona Beach, Fla.
A.B. (Ohio State), Latin, History.

Rininger, Donald Cameron — Kantner, Pa.
B.S. (Juniata College), Education, Zoölogy.

Ritter, Margaret Alice — Williamsport, Pa.
A.B. Hood College), English, Education.

Roberts, Ileen — Dillon, S. C.
A.B. (Columbia College), Education.

Roberts, Mary Alma — Tampa, Fla.
A.B. (Florida State College for Women), Latin, English.

Romano, Angela Louise — Tampa, Fla.
B.S. (Florida State College for Women), Education.

Rose, Mark Spurgeon — Skyland, N. C.
A.B. (Duke), Education).

Seale, Kathleen — Arab, Ala.
A.B. (Woman's College of Alabama), History.

Shepard, Vivian Alice — Boynton, Fla.
A.B. (Florida State College for Women), Botany, Zoölogy.

Skeen, James Morris — Clintwood, Va.
A.B. (Emory and Henry), Education.

Slaughter, Frances Kathryn — Jonestown, Miss.
A.B. (Mississippi State College for Women), Education.

Smith, Annie Mae — Quincy, Fla.
A.B. (Florida State College for Women), History, English.

Smith, Pauline Estella — Meridian, Miss.
A.B. (Mississippi State College for Women), Latin.

Smith, Sarah Elizabeth — Salisbury, N. C.
A.B. (Woman's College of U. N. C.), Education.

Staggers, Harley Orrin — Keyser, W. Va.
A.B. (Emory and Henry College), History.

Stanley, Louise Amanda — Silver Springs, Md.
A.B. (Western Maryland College), Education, Zoölogy.

Stark, Jessie Elizabeth — Seeleyville, Pa.
B.S. (Mansfield State Teachers College), History.

Stealey, Philip Billingsley — Middlebourne, W. Va.
A.B. (Marietta College), Education.

Stevenson, Clarence Edward — Leslie, Ga.
A.B. (Oglethorpe University), Education.

Stopp, Charles James — Schnecksville, Pa.
B.S. (Muhlenberg College), Mathematics.

Tinsley, Charles Homer — Abbeville, S. C.
A.B. (Furman), A.M. (University of Alabama), Education.

Tryon, Florence Reno — Pensacola, Fla.
B.S. (Florida State College for Women), History, Education.

Turner, Anne — Dawson, Ga.
A.B. (University of Georgia), Latin, English.

Walker, Robert Butler — Alexandria, Va.
A.B. (Duke University), Mathematics.

Westbrook, Isabella — Chester, S. C.
A.B. (Erskine), English.

Wiebel, George Clement — Hagerstown, Md.
A.B. (Lynchburg College), Zoölogy.

Williams, Eugene Allen — Brunson, S. C.
A.B. (Furman), Mathematics, Education.

Williams, Myra Allene — Abbeville, S. C.
A.B. (Winthrop), A.M. (University of South Carolina), Zoölogy.

Willis, Larry Jordan — Landrum, S. C.
A.B., A.M. (University of South Carolina), Education.

Wilson, Bessie Caldwell — Montreat, N. C.
A.B. (Duke), Education.

Winfield, John Augustus — Pantego, N. C.
A.B. (Atlantic Christian College), Education.

Wolfanger, Glenn Cornelius — Galeton, Pa.
B.S. (Mansfield State Teachers College), Education.

Wygal, Sue Priscilla — Dryden, Va.
B.S. (University of Virginia), Mathematics, Education.

Wylie, Claude — Gap Mills, W. Va.
A.B. (Concord), Education.

Yask, Albin Stanley — Wilkes-Barre, Pa.
B.S. (West Chester State Teachers College), Zoölogy, Education.

Young, William Vincent — Swoyersville, Pa.
B.S. (West Chester State Teachers College), Education, Zoölogy.

SUMMER OF 1934; THIRD TERM

Adams, Robert Lausch — Rothsville, Pa.
B.S. (Millersville State Teachers College), Education, Religion

Adams, William Marvin — Weir, Miss.
A.B. (Mississippi College), Education.

Akins, Charles Wesley — Ethel, Miss.
B.S. (Mississippi State College), Education, Zoölogy.

Albright, Willie Thelma — Winston-Salem, N. C.
A.B. (Greensboro College), English.

Almon, Martha Davenport — Florence, Ala.
B.S. (Alabama State Teachers College), Religion.

Ash, Harry Curtis — Centreville, Miss.
A.B., A.M. (Emory University), Education.

Autrey, John Duncan Asbury — Godwin, N. C.
A.B. (Duke), Religion.

Autry, Randall Franklin — Godwin, N. C.
A.B. (University of North Carolina), Education.

Badger, Ruby — Taylors, S. C.
A.B. (Columbia College), Education.

Bailey, Eugene Cassidy — Davy, W. Va.
A.B. (Emory and Henry College), Education.

Ball, Martha Prudence — Huntington, W. Va.
A.B. (Marshall College), History.

Baucom, Thomas Victor — Durham, N. C.
A.B. (Duke), Mathematics.

Bee, Carl Edward — Clymer, Pa.
B.S. (Indiana State Teachers College), Education, History.

Bennett, Walter Hartwell — Danville, Va.
A.B. (University of Richmond), Economics.

Bettersworth, John Knox — Jackson, Miss.
A.B. (Millsaps College), History.

Black, Kyle Emerson — Landis, N. C.
A.B. (Duke), Education.

Bortner, Ralph Adam — Brodbeck, Pa.
B.S., M.S. (Gettysburg College), Education.

Brininger, Ellsworth Hoover — Harrisburg, Pa.
B.S., M.S. (Gettysburg College), Education.

Brooks, Onnie Estus — Pineville, W. Va.
A.B. (Marshall College), Education.

Browning, Elmer Ross — Logan, W. Va.
A.B. (Marshall College), Education.

Browning, Reva Marie Boggess — Logan, W. Va.
A.B. (Marshall College), Education, English.

Buchanan, Grace Evelyn — Chilhowie, Va.
A.B. (Duke), Mathematics.

Buell, William Holmes — Elrama, Pa.
B.S. (California State Teachers College), Education.

Caffrey, Mary Margaret — Sugar Notch, Pa.
A.B. (Susquehanna University), Education, English.

Caldwell, John Tyler — Yazoo City, Miss.
B.S. (Mississippi State College), Economics.

Capel, William Clyde — Candor, N. C.
A.B. (Washington and Lee University), A.M. (Columbia University), Economics.

Carruth, Christian Hoover, Jr. — Durant, Miss.
B.S. (Millsaps College), Economics, Education.

Carter, John Lucien — Troy, Ala.
B.S., M.S. (Alabama Polytechnic Institute), History.

Carter, Judson McGilvray — Johnson City, Tenn.
A.B. (Emory and Henry), Education.

Carvin, Lucy Merritt — Philadelphia, Pa.
A.B. (Swarthmore College), A.M. (Middleburg College), Education, French.

Caton, Eda M. — Harrisburg, Pa.
B.S., A.M. (Columbia University), Education, English.

Caudill, Dennis D. — Morehead, Ky.
A.B. (Morehead State Teachers College), Education.

Chastine, Olive Tolles — Jackson, Miss.
A.B. (Mississippi State College for Women), Education.

Chazal, Charlotte Blanchard — Ocala, Fla.
A.B. (Florida State College for Women), Education.

Chesnutt, Norwood Bennett — Whiteville, N. C.
B.S. (North Carolina State College), Education.

Click, Cora Catherine — Bridgewater, Va.
A.B. (Bridgewater College), Education, Mathematics.

Clifton, Chester Stanley — Crisp, Texas
A.B. (Trinity University), Education, History.

Cloos, Helen Fox — (Crafton) Pittsburgh, Pa.
A.B. (University of Pittsburgh), Education, History.

Coffelt, Edith Elizabeth — Waco, Texas
A.B. (Baylor University), English.

Coleman, Donna Elizabeth — El Paso, Texas
A.B. (Texas Woman's College), Education.

Conard, Thomas Pennington — Lansdowne, Pa.
B.S. (West Chester State Teachers College), Education, Psychology.

Cooke, Cecil Dennis — Clear Fork, W. Va.
A.B. (Concord State Teachers College), Education.

Copenhaver, Mildred Rebecca — Rock Island, Tenn.
B.S. (Middle Tennessee State Teachers College), A.M. (George Peabody College), English.

Couch, Leon Voight — Eureka, N. C.
A.B. (Emory and Henry), History.

Couch, Marie Love — Durham, N. C.
A.B. (Duke), Education.

Couch, Ruth Worthington — Eureka, N. C.
B.S. (Woman's College of U. N. C.). Economics, Education.

Cox, Robert Boyd — Johnson City, Tenn.
A.B. (University of Tennessee), A.M. (George Peabody College), English.

Cummings, Willetta Bernadine — Hyner, Pa.
B.S. (Lock Haven State Teachers College), Economics.

Dalton, William Theophilus, Jr. — Goshen, Ala.
B.S. (University of Alabama), Education, English.

Davis, Cornelia Burr — Forty Fort, Pa.
A.B. (Cornell University), Zoölogy.

Davis, Elizabeth Wood — Roxboro, N. C.
A.B. (Smith College), Education, Latin.

Davis, Ira Claude — Greenville, S. C.
A.B. (Furman University), Economics, Education.

Davis, Virginia Bridges — Harrisburg, Pa.
B.S. (Shippensburg State Teachers College), English.

Deans, Edwina — Greensboro, N. C.
A.B. (Woman's College of U. N. C.), Psychology.

DeMond, Robert Orley — Buffalo, N. Y.
A.B., A.M. (Syracuse University), History.

Denny, Mary Rebecca — Red Springs, N. C.
A.B. (Salem College), A.M. (Duke), English.

Depew, Arthur McKinley — West Palm Beach, Fla.
A.B. (Milligan College), Religion.

Doby, Julia Lillian — Newsom, N. C.
A.B. (Woman's College of U. N. C.), Education.

Dotson, Hugh Hight — Boone, N. C.
B.S. (Appalachian State Teachers College), English.

Dotson, Roy — Boone, N. C.
B.S. (Appalachian State Teachers College), Education.

Doub, Richard Edward — Williamsport, Md.
B.S. (Gettysburg College), History.

Dowd, Orren Edwards — Dunn, N. C.
A.B. (Duke), Education.

Duke, Julia Sneed — Savannah, Ga.
A.B. (University of Tennessee), Education.

Dunn, Elmer Cowan — Johnson City, Tenn.
B.S. (East Tennessee State Teachers College), Mathematics.

DuPre, Fannie Jossette — Abbeville, S. C.
A.B. (Lander College), History.

Durst, John Kemp — Greenwood, S. C.
B.S. (Clemson College), Education, Religion.

Edens, Lacy Thomas — Rowland, N. C.
A.B. (Duke), Religion.

Ellis, Ivy Mary Phillips — Bridgeton, N. C.
A.B. (East Carolina Teachers College), Psychology, Zoölogy.

Eskridge, Thomas Joseph — Greenwood, S. C.
A.B. (Emory and Henry), A.M. (George Peabody College), Psychology.

Espy, Gladys — Moultrie, Ga.
A.B. (Mercer), Education.

Evancoe, Paul John — Renovo, Pa.
A.B. (Lebanon Valley College), Education.

Farrington, Joseph Allison J. — Cooleemee, N. C.
B.S. (Duke), Chemistry.

Faulkner, Lawson — Princeton, W. Va.
A.B. (Concord State Teachers College), Education, History.

Fields, Riley Clinton — Carthage, N. C.
A.B. (Duke), Education, History.

Fike, Cora Ruth — Eglon, W. Va.
A.B. (Bridgewater College), Education, Mathematics.

Fisher, Cleo Edith — Johnson City, Tenn.
B.S. (Tennessee State Teachers College), Education.

Fisher, Jesse Gilbert — Miami, Fla.
A.B. (Indiana University), French.

Fitzgerald, Mary Frances — Linwood, N. C.
A.B. (Woman's College of U. N. C.), Education.

Flanders, Bertram Holland — Oxford, Ga.
A.B., A.M. (Emory University), English.

Flansburgh, Clare Julina — Staunton, Va.
A.B. (Maryland College), A.M. (Middlebury College), French.

Fletcher, Ward Thomas — Greensboro, Fla.
B.S. (University of Florida), Mathematics.

Flinner, Laurence Victor — Ellwood City, Pa.
A.B. (Geneva College), Education, History.

Florence, George Eslie, Jr. — Milledgeville, Ga.
B.S. (University of Georgia), Education.

Flory, Lula Mae — Royersford, Pa.
A.B. (Gettysburg College), Education.

Fluegel, Edna Rose — Wilkes-Barre, Pa.
A.B. (Marywood College), Economics.

Folk, Albert Omerle — Denmark, S. C.
A.B. (University of South Carolina), Education.

Fort, Willena — North, S. C.
A.B. (Georgia State College for Women), English.

Foster, William Omer — Dunn, N. C.
A.B. (Transylvania College), M.A. (Columbia University), B.D. (Yale University), Education.

Frank, Letitia Morehouse — Adams Run, S. C.
A.B. (Winthrop College), Education, French.

Frazer, Emmet Manly — Richmond, Va.
A.B. (Penn College), Religion.

Freeman, Robert Earle — Taylors, S. C.
A.B. (Furman University), English.

Fulton, Dorothy Romagne — Port Royal, Pa.
A.B. (Juniata College), Education, History.

Gardner, Eugene Elmore — Greenville, S. C.
A.B. (Furman University), A.M. (University of Chicago), French.

Garrett, Gordon Hughes — Charleston, S. C.
B.S. (The Citadel), Education.

Garrison, Mary Virginia — Tupelo, Miss.
A.B. (Mississippi State College for Women), Education.

Gecenok, Isadore Nathan — Salem, N. J.
A.B. (St. John's College), Education.

Gibbons, Kermit Field — Blanco, Texas
A.B. (Southwestern University), Religion.

Gilbert, Charles Russell — Gettysburg, Pa.
B.S. (Gettysburg College), History.

Goodall, Chloe Lee — Charleston, W. Va.
A.B. (West Virginia University), English.

Goode, Hal Kelly — Rutherford College, N. C.
A.B. (Duke), Education.

Gress, Dorothy Evelyn — Camp Hill, Pa.
Ph.B. (Dickinson College), Education.

Grimm, Anna Norfolk — Linthicum Heights, Md.
A.B. (Goucher College), Economics.

Guy, John Ansley — Crescent City, Fla.
A.B. (Asbury College), Education, History.

Hair, Clifton LeCroy — Charleston, S. C.
B.S. (The Citadel), Education, Mathematics.

Hamill, Willie Mae — Sturgis, Miss.
A.B. (Grenada College), English.

Hannen, Lew Wallace — Chester, W. Va.
A.B. (Oberlin College), Education.

Hardaway, Elizabeth Annis — Durham, N. C.
A.B. (Duke), Education.

Hardin, Edward King — Chester, S. C.
A.B. (Wofford College), Economics.

Harrison, Francis Eugene, Jr. — Abbeville, S. C.
B.S. (The Citadel), French.

Hartness, Edna Burée — Filbert, S. C.
A.B. (Erskine), English.

Harton, John James — Morrilton, Ark.
A.B. (Hendrix College), A.M. (George Peabody College), Education, Psychology.

Hedeman, Emma Ruth — Baltimore, Md.
A.B. (Goucher College), Mathematics.

Heisey, Jane Isabelle — Camp Hill, Pa.
A.B. (Dickinson College), French.

Helms, James Erwin — Moorhead, Miss.
A.B. (Mississippi College), A.M. (George Peabody College), History.

Helms, Rufus Marshall — Goldsboro, N. C.
A.B. (Duke), Education.

Hempel, Robert Charles — North Braddock, Pa.
A.B. (University of Pittsburgh), English.

Henderson, Grace — High Point, N. C.
A.B. (Flora Macdonald College), Latin.

Henderson, Mary Elizabeth — Cartersville, Ga.
A.B. (Wesleyan College), Economics.

Henson, Eleanor Elizabeth — Bunker Hill, W. Va.
A.B. (West Virginia University), Education.

Hess, John Henry — Fryburg, Pa.
Litt.B. (Grove City College), Education.

Hettinger, Charles Paul — Baden, Pa.
A.B. (Thiel College), English.

Hewell, Onyce Olive — Dewey Rose, Ga.
A.B. (Piedmont College), English.

Hilliard, Frances Pauline — Clinton, Ky.
A.B. (Murray State Teachers College), English.

Hoag, Merritt Eldred — Greenwich, O.
B.S. (Edinboro State Teachers College), Economics, Education.

Hoag, Ruth Lowry — Fort Worth, Texas
A.B. (Texas Christian University), English, Religion.

Hoban, Charles Francis, Jr. — Harrisburg, Pa.
Ph.B. (Dickinson College), A.M. (Duke), Psychology.

Hoffman, Emily Gray — Bunker Hill, W. Va.
A.B. (West Virginia University), English.

Hoffman, George Peters — St. Petersburg, Fla.
B.S. (University of Florida), Economics, Education.

Hoffman, Raymond Norton — Altoona, Pa.
A.B. (Dickinson College), English.

Holmes, Dorothy Dedie — Magnolia, Miss.
A.B. (Mississippi State College for Women), Education.

Holtzclaw, Hazel Eugenia — Roseland, Fla.
A.B. (Florida State College for Women), Education, Religion.

*Hooper, Conrad Sidney, Jr. — Durham, N. C.
A.B. (Duke), English.

Horn, Herman Lionel — Vinton, Va.
A.B. (Bridgewater College), Economics.

Howell, Thelma — New Bern, N. C.
A.B., A.M. (Duke), Zoölogy.

Hudson, Mildred MoNelle — Utica, Miss.
A.B. (Mississippi State College for Women), Education.

Hughes, Raymond Grove — Elm Grove, W. Va.
A.B., A.M. (West Virginia University), English.

Hulbert, Marie Jones — Augusta, Ga.
B.S. (University of Georgia), Education.

Humphreys, Mary Emily — Berlin, Md.
A.B. (Western Maryland College), History.

Illich, Mary Virginia — Baltimore, Md.
A.B. (Goucher College), Economics.

Jacobs, Ruth Roslyn — Newark, N. J.
A.B. (Montclair State Teachers College), Education, English.

James, Eleanor Mae — Minersville, Pa.
Ph.B. (Dickinson College), Economics, History.

James, Helen Rebecca — Baltimore, Md.
A.B. (Goucher College), History.

Jarman, Laura Martin — Staunton, Va.
A.B. (Mary Baldwin College), A.M. (Duke), French.

Johnson, Aliene — Mount Berry, Ga.
A.B. (Catawba College), English.

Johnson, Helen Louise — Warren, Pa.
A.B. (Mount Holyoke College), Chemistry, Zoölogy.

Johnson, Maudell Lavonia — Timpson, Texas
A.B. (Baylor University), English.

Jones, Perlie Walter — Galax, Va.
A.B. (Emory and Henry), Economics, Education.

Jones, Vida May — Selma, Ala.
B.S. (University of Alabama), English.

Joslin, Vinnie Rona — Columbus, O.
A.B. (Earlham College), English, History.

Kamphuis, Wilhelmina — Crichton, Ala.
B.S. (Woman's College of Alabama), Zoölogy.

Keen, Ruth — Bowling Green, Ky.
B.S. (George Peabody College), History.

Kelley, Byron Elmo — Huntington, W. Va.
A.B. (Morris Harvey College), Religion.

Kimler, Verna Maurine — Miami, Fla.
A.B. (Knox College), Education, Mathematics.

King, Emily Barton — Spartanburg, S. C.
A.B. (Converse College), English.

Kinney, Hinton Eugene — Temple, Ga.
B.S. (South Georgia Teachers College), Economics, History.

Kirkland, Mary Rebecca — Durham, N. C.
A.B. (Duke), Education.

Lansdell, Emily Kilpatrick — Hephzibah, Ga.
A.B. (Coker College), English.

Lawler, Nell — Canton, Miss.
A.B. (Mississippi State College for Women), Education, English.

Lee, Lawrence Wolfe — Lawndale, N. C.
A.B. (High Point College), Religion.

Leenhouts, Laura Nelja — Miami, Fla.
A.B. (Florida State College for Women), Education.

Lewis, Florence L'Dora — Star, Miss.
A.B. (Millsaps College), English.

Lewis, George Gordon — Youngstown, O.
B.S. (Edinboro State Teachers College), Education.

Lewis, Margaret May — Scotland Neck, N. C.
A.B. (Meredith College), M.A. (Columbia University), Education.

Lincoln, Clarene Elizabeth — Broadway, Va.
A.B. (Elon College), Education.

Long, Joseph Kindred — Warsaw, N. C.
B.S., A.M. (Columbia University), Education.

Longanecker, Edwin Snyder — Littlestown, Pa.
B.S. (Shippensburg State Teachers College), Education.

Lott, Audrey Peacock — Perry, Fla.
A.B. (Florida State College for Women), History.

Lovvorn, Mary — Carrollton, Ga.
A.B. (Bessie Tift College), English.

Lynch, Robert Allen — Conway, Ark.
A.B. (Arkansas State Teachers College), Economics, Education.

McCall, Margaret — Birmingham, Ala.
A.B. (Birmingham-Southern College), Economics.

* A.B. to be conferred June, 1935.

McCormick, Addie — LaBelle, Fla.
B.S. (Florida State College for Women), Religion.

McCormick, Dwight Williams — Waiteville, W. Va.
A.B. (Concord State Teachers College), Education.

MacDonald, Harry John — Durham, N. C.
A.B. (Duke), Education.

McElmurray, Emily Leslie — Waynesboro, Ga.
A.B. (Georgia State College for Women), Education.

McInnis, Sam W. — Gainesville, Fla.
A.B., M.S. (University of Florida), Mathematics.

McKinney, Eileen S. — Shelby, N. C.
A.B. (Duke), Education.

McLamb, Howard McKinnon — Clinton, N. C.
A.B. (Duke), Religion.

McMorrough, Harriet Enochs — Lexington, Miss.
A.B. (Grenada College), Education, History.

McNicoll, Robert Edwards — Hollywood, Fla.
A.B. (University of Miami), History.

McReynolds, Christine — Starkville, Miss.
A.B. (Mississippi State College for Women), English.

Mabry, Gussie Eugene — Honea Path, S. C.
A.B. (Erskine), Education, English.

Markham, Ruth Ahlborn — Durham, N. C.
A.B. (Woman's College of U. N. C.), Education.

Martin, Marietta Pauline — Montgomery, W. Va.
A.B. (New River State College), Education.

Martin, Thomas Leon — Roanoke Rapids, N. C.
A.B. (Duke), Education, English.

Mason, Lawrence Grantin — Woodhull, N. Y.
B.S. (Rider College), Chemistry.

Meeks, Lucile Lester — Baltimore, Md.
A.B. (Randolph-Macon Woman's College), English.

Meredith, Flora Marie — Fort Pierce, Fla.
A.B. (Duke), Education.

Metz, Earl Clarence — West Salem, O.
A.B. (Capital University), Education.

Miller, Paul Robert — Springville, Pa.
B.S. (Mansfield State Teachers College), Education.

Misenheimer, Mary Ethel — Lexington, N. C.
A.B. (Meredith College), Education.

Mitchell, Annie Maude — Greensboro, N. C.
A.B. (Woman's College of U. N. C.), Education, History.

Mitchell, James Harvey — Franklinville, N. C.
B.S. (Furman University), Education, Psychology.

Moore, Katherine Boude — Takamatsu, Japan
A.B. (Flora Macdonald College), Mathematics.

Moore, Ross Henderson — Jackson, Miss.
B.S. (Millsaps College), A.M., M.S. (University of Chicago), History.

Moorman, Claude Thurman — Roanoke, Va.
B.S. (Virginia Military Institute), Religion.

Morris, Ardelle — Moorhead, Miss.
A.B. (Mississippi State College for Women), Education.

Mounts, Charles Eugene — Gainesville, Fla.
A.B., A.M. (University of Florida), English.

Mouton, Eve Rita — Lafayette, La.
A.B. (Southwestern Louisiana Institute), Education, French.

Mulholland, Vester Moye — Durham, N. C.
A.B., A.M. (Duke), Education, English.

Murphy, Mary Evelyn — Tallassee, Ala.
A.B. (Woman's College of Alabama), History.

Myers, Carl Francis, Jr. — Charleston, S. C.
B.S. (The Citadel), Mathematics, Education.

Nease, James Lovett — Lumber City, Ga.
B.S. (Emory University), Education.

Nebinger, Richard Wright — Athens, W. Va.
A.B. (Concord State Teachers College), Economics.

Nelson, May Margaretta — Tampa, Fla.
A.B. (Grinnell College), English.

Northcutt, Jewelle Rosalind — McFarlan, N. C.
A.B. (Columbia College), French.

Novak, Leah Mary — Elkland, Pa.
B.S. (Mansfield State Teachers College), French.

Oden, Wilbur Penn — Cullman, Pa.
A.B. (University of Alabama), Chemistry.

Oswald, Margaret Louise — Scranton, Pa.
B.S. (Bloomsburg State Teachers College), Education.

Otey, Cosby Millard — Crumpler, W. Va.
A.B. (Concord State Teachers College), Education.

Palmer, Grover Winfield — Greenville, S. C.
A.B. (Wofford College), Education.

Parnell, Ruth Elizabeth — Minersville, Pa.
A.B. (Lebanon Valley College), Education, French.

Parr, Lois Alberta — Atlanta, Ga.
A.B. (Shorter College), B.S. (George Peabody), English.

Pearce, Lora May — Augusta, Ga.
Ph.B. (University of Chicago), Education.

Perry, Gilbert Vincent — Wyoming, Pa.
A.B. (Notre Dame), Education, History.

Pfeifanf, Anna Margareta — Elizabeth, N. J.
A.B. (Montclair State Teachers College), English.

Piatt, John Elias — Wyoming, Pa.
A.B. (Susquehanna University), Education, History.

Pierpont, Frank Ray — Chesterhill, O.
A.B. (Ohio University), Economics.

Planck, Carl Gustave — Charleston, S. C.
B.S. (Rose Polytechnic Institute), Education, Religion.

Poole, Sarah Elizabeth — Mayodan, N. C.
A.B. (Woman's College of U. N. C.), Education, Psychology.

Powell, Caroline Egerton — Warrenton, N. C.
A.B. (Elon College), Zoölogy.

Powell, William Flynn — Asheville, N. C.
A.B. (Princeton University), Chemistry.

Pratt, Francis Marion — Winston-Salem, N. C.
A.B. (Duke), Education.

Purcell, James Slicer — Dade City, Fla.
A.B. (John B. Stetson University), English.

Purcell, May Maxine — Dade City, Fla.
A.B. (John B. Stetson University), Economics.

Pyle, Thelma Mary — Baltimore, Md.
A.B. (Bridgewater College), Economics, Education.

Ray, Claude Elbert — Milledgeville, Ga.
B.S. (Clemson College), Education.

Ray, Cora Miller — Belton, Texas
A.B. (Baylor College), Education.

Reeves, William Thomas — Lake Junaluska, N. C.
A.B. (The Citadel), Education.

Reuter, William Leo — Hamburg, Pa.
B.S. (Millersville State Teachers College), Education.

Richmond, John Ashley — Jonesville, Va.
A.B. (Emory and Henry), Education.

Richmond, William Dickenson — St. Paul, Va.
A.B. (Emory and Henry), Education.

Riffe, Louise Jessie — Lester, W. Va.
A.B. (Marshall College), English.

Rimmer, Maude Ella — Bluefield, W. Va.
B.S. (East Radford State Teachers College), History.

Roberson, Paul Dawson — Robersonville, N. C.
A.B. (Duke), Economics.

Roberts, Beatrice Thelma — Hillsboro, N. C.
A.B. (Woman's College of U. N. C.), Mathematics.

Robertson, Wilburn Burdette, Jr. — Burnsville, N. C.
A.B. (Duke), Education.

Roche, Margaret Jeanette — Williamson, W. Va.
A.B. (Marshall College), Education.

Rollings, Grace Dunlap — Kershaw, S. C.
A.B. (Winthrop College), French.

Ropp, George William — Middletown, Va.
A.B. (Hampden-Sydney College), Education.

Ross, Beatrice Zelma — Blaney, S. C.
B.S. (University of South Carolina), Education, English.

Ross, Ella Virginia — Johnson City, Tenn.
B.S. (East Tennessee State Teachers College), Education.

Rountree, Elliott Moye — Reidsville, Ga.
A.B. (Mercer University), Education, Psychology.

Ryder, Elizabeth — St. Petersburg, Fla.
B.S. (Florida State College for Women), Education.

Ryder Catherine Harriet — St. Petersburg, Fla.
B.S. (Florida State College for Women), Education.

Salls, Helen Harriet — Oxford, N. C.
A.B. (Randolph-Macon Woman's College), English, A.M. (University of Virginia).

Sandifer, Hortense — Bamberg, S. C.
A.B. (Winthrop College), Education, English.

Schaller, Charles Burnett — East Stroudsburg, Pa.
B.S. (East Stroudsburg State Teachers College), Education, History.

Schmidt, Frederick Jacob — Bernhart, Pa.
A.B. (Dickinson College), Education.

Schneider, Julius August — Hazleton, Pa.
A.B. (Lafayette College), Education, History.

Schrack, John Howard — Shillington, Pa.
B.S. (Keetztown State Teachers College), Education.

Scott, George Milton — Augusta, Ga.
A.B. (University of Chattanooga), B.Litt. (Columbia University), Education.

Seigler, Milledge Broadus — Batesburg, S. C.
A.B. (Furman), English.

Shaw, William Henry — Raleigh, N. C.
A.B., Ed.M. (Duke), Education, Economics.

Sheese, Mildred Libbie — Washingtonville, Pa.
A.B. (Wilson), History.

Shields, Margaret Virginia — Brandon, Miss.
A.B. (Belhaven College), English.

Shockloss, Michael Daniel — Swoyerville, Pa.
B.S. (East Stroudsburg State Teachers College), Education, History.

Simmons, Edgar Boyd — Bridgewater, Va.
A.B. (Bridgewater College), Mathematics.

Sims, Clara Mabel — Florence, Ala.
B.S. (University of Alabama), Economics, Educ o

Sims, Ruth — Florence, Ala.
B.S. (Florence State Teachers College), Chemistry.

Skeen, James Morris — Clintwood, Va.
A.B. (Emory and Henry), Education.

Slaughter, Virginia — Waverly Hall, Ga.
A.B. (Bessie Tift College), Education.

Smith, Cecil Clive — Durham, N. C.
A.B. (University of North Carolina), Education.

Smith, Charles Bunyan — Tallassee, Ala.
B.S., A.M. (George Peabody), Economics, Education.

Smith, Wilbur Franklin — Georgetown, Ga.
A.B. (Mercer), Education.

Snodgrass, Annie Lee — Norton, Va.
A.B. (University of Maryland), History.

Snowden, Jesse Otho — Hickory, Miss.
A.B. (University of Mississippi), Economics.

Southerlin, William Broadus — Easley, S. C.
A.B. (Furman), Education.

Stalnaker, Lillian — Parsons, W. Va.
A.B. (West Virginia University), English.

Stansberry, Katheryn Louise — Clinton, Tenn.
A.B. (Carson-Newman College), English.

Stephenson, Claude May — Welch, W. Va.
A.B. (Chowan College), English.

Stewart, Mary Alice Leath — Durham, N. C.
B.S. (Georgia State College for Women), Psychology.

Stough, Glenn Dalton — Jeanette, Pa.
B.S. (Indiana State Teachers College), Education.

Stowe, John Joel, Jr. — Winchester, Tenn.
B.Ph. (Emory), M.A. (George Peabody), Religion.

Stradley, Reese Gillespie — Norton, Va.
B.S. (Emory and Henry), Mathematics.

Strange, William Ernest — Enterprise, Miss.
A.B. (University of Mississippi), Mathematics, Education.

Stuart, Nettie Mae — Liberty, N. C.
A.B. (High Point College), Education.

Sullivan, Lois Wightman — Donalds, S. C.
A.B. (Lander), History.

Swim, Riley Cecil — Beckley, W. Va.
A.B. (Emory and Henry), Education.

Thackston, Thomas Jefferson — Greenville, S. C.
B.S. (Furman University), Education.

Thompson, Alexander Campbell — St. Louis, Mo.
B.S. (Washington and Lee), Chemistry.

Thompson, Paul Everett — Vidalia, Ga.
B.S. (South Georgia Teachers College), Psychology.

Tilley, Nannie Mae — Bahama, N. C.
A.B. (Woman's College of U. N. C.), A.M. (Duke), Education, History.

Togneri, Lila Clementine — Graniteville, S. C.
A.B. (Winthrop College), Education, Psychology.

Triplett, Edna Bernadine — Charlotte, N. C.
A.B. (Queens), English.

Tryon, Florence Reno — Pensacola, Fla.
B.S. (Florida State College for Women), Education.

Tyler, George William — Seven Mile Ford, Va.
B.S. (Emory and Henry College), Mathematics, Education.

Usher, George Ephraim — Homerville, Ga.
A.B., A.M. (University of Georgia), Education.

Vergason, Alvin Levern — Bartow, Fla.
A.B. (Asbury), A.M. (Emory), Education.

Wagner, Horace McDonald — Montcalm, W. Va.
A.B. (Concord State Teachers College), Education.

Wake, Orville Wentworth — Strasburg, Va.
A.B. (Lynchburg), Education.

Wallace, Nellie Grace — Dillon, S. C.
A.B. (Flora Macdonald College), Education.

Warren, Clarence Clifford — Ceredo, W. Va.
B.S. (Drury College), M.A. (University of Illinois), Education.

Warren, John Sharpe — Wrens, Ga.
A.B. (Millsaps), B.D., A.M. (Emory University), Education.

Watson, Florence Kathleen — Charleston, W. Va.
B.S. (Harrisonburg State Teachers College), English.

Whelchell, Laura Darwin — Gaffney, S. C.
A.B. (Limestone College), English.

Whitehead, Talton Johnson — Greensboro, N. C.
A.B. (High Point College), Religion.

Wildman, Edith Grace — Thomasville, Ga.
A.B. (Flora Macdonald), Education.

Wilson, George Branford — Berlin, Md.
B.S. (Johns Hopkins University), Education.

Windsor, Laura Eliza — Lake Worth, Fla.
A.B. (Rollins), English, Education.

Winter, George Virgil — Ford City, Pa.
B.S. (Westminster), Education.

Withers, Clarence Maxwell — Gary, W. Va.
A.B. (Marshall), Economics, Education.

Wolfe, Quentin Donald — Pittsfield, Pa.
B.S. (Lock Haven State Teachers College), Education.

Yeary, Alva Davidson — Ewing, Va.
B.S. (College of William and Mary), Education.

JUNALUSKA SUMMER SCHOOL OF 1934

Beaven, George Francis — Hillsboro, Md.
B.S. (Washington College), Botany.

Boggess, William Randolph — Oakvale, W. Va.
A.B. (Concord State, West Virginia), Botany.

Cade, Almeda — Seville, Fla.
A.B. (Southern College), Botany.

Clabough, Hugh Carter — Chattanooga, Tenn.
A.B. (Maryville College), Botany.

Kessler, Kathleen — Newport News, Va.
B.S. (Fredericksburg State Teachers College), Botany.

Price, Albert Lee — Erwin, Tenn.
A.B. (Milligan College), Botany.

Sherwin, Edith Evelyn — Greensboro, N. C.
A.B. (Meredith), Botany.

SUMMARY

Graduate students, First Summer Term, 1934	538
Graduate students, Second Summer Term, 1934	132
Graduate students, Third Summer Term, 1934	303
Graduate students, Junaluska Summer School, 1934	7
Graduate students, Academic Year, 1934-1935	227
	1,207
Deduct for duplications	191
Total enrollment	1,016

BULLETIN
OF
DUKE UNIVERSITY

VOL. 7 JUNE, 1935 No. 6

CATALOGUE NUMBER

1934-1935

ANNOUNCEMENTS FOR 1935-1936

PUBLISHED BY DUKE UNIVERSITY
IN JANUARY, FEBRUARY, MARCH, APRIL, MAY, AND JUNE
ENTERED AS SECOND CLASS MATTER MARCH 25, 1929, AT THE POST OFFICE
AT DURHAM, N. C., UNDER THE ACT OF AUGUST 24, 1912

ANNUAL CATALOGUES AND BULLETINS

For General Bulletin of Duke University, apply to *The Secretary,* Duke University, Durham, N. C.

For Bulletin of Undergraduate Instruction, apply to *The Secretary,* Duke University, Durham, N. C.

For Bulletin of The Graduate School of Arts and Sciences, apply to *The Dean of the Graduate School,* Duke University, Durham, N. C.

For Bulletin of The Departments of Engineering, apply to *The Secretary,* Duke University, Durham, N. C.

For Bulletin of The School of Law, apply to *The Dean of the School of Law,* Duke University, Durham, N. C.

For Bulletin of The School of Medicine, apply to *The Dean of the School of Medicine,* Duke University, Durham, N. C.

For Bulletin of The School of Nursing, apply to *The Dean of the School of Nursing,* Duke University, Durham, N. C.

For Bulletin of The School of Religion, apply to *The Registrar of the School of Religion,* Duke University, Durham, N. C.

For Bulletin of The Summer Schools, apply to *The Director of the Summer Schools,* Duke University, Durham, N. C.

For Bulletin on Forestry, apply to *The Director, Duke Forest,* Duke University, Durham, N. C.

BULLETIN

OF

DUKE UNIVERSITY

CATALOGUE NUMBER

1934-1935

ANNOUNCEMENTS FOR 1935-1936

DURHAM, NORTH CAROLINA
1935

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UNIVERSITY CALENDAR

1935

June 6. Thursday—Registration of students for Summer School, first term.

June 7. Friday—Instruction begins for Summer School, first term.

June 27. Thursday—Registration of students for Summer School, middle term.

June 28. Friday—Instruction begins for Summer School, middle term.

July 4. Thursday—Independence Day. A holiday.

July 17-18. Wednesday, Thursday—Final examinations for Summer School, first term.

July 19. Friday—Registration of students for Summer School, last term.

July 20. Saturday—Instruction begins for Summer School, last term.

Aug. 29-30. Thursday, Friday—Final examinations for Summer School, last term.

Sept. 12. Thursday—9:00 A.M. Dormitories open to freshmen.

Sept. 12. Thursday—8:00 P.M. Assembly for all entering freshmen; Freshman Orientation Program begins.

Sept. 16. Monday—5:00 P.M. First regular meeting of the Freshman Faculty.

Sept. 17. Tuesday—Freshman instruction begins.

Sept. 17. Tuesday— Registration and matriculation of new students with advanced standing.

Sept. 18. Wednesday—11:00 A.M. Formal opening of the college; registration of matriculated students.

Sept. 19. Thursday—Instruction for Sophomores, Juniors, and Seniors begins.

Sept. 19-21. Thursday—9:00 A.M.-1:00 P.M., 2:30 P.M.-4:00 P.M.; Friday, 9:00 A.M.-1:00 P.M., 2:30 P.M.-5:00 P.M.; Saturday, 9:00 A.M.-1:00 P.M., registration of graduate students.

Nov. 11. Monday—Armistice Day.

Nov. 28. Thursday—Thanksgiving Day. A holiday.

Dec. 11. Wednesday—Duke University Day.

Dec. 20. Friday—1:00 P.M. Christmas recess begins.

1936

Jan.	3.	Friday—8:20 A.M. Instruction is resumed.
Jan.	18.	Saturday—Mid-year examinations begin.
Jan.	29.	Wednesday—Last day for matriculation for second semester.
Jan.	30.	Thursday—Second semester begins.
Feb.	22.	Saturday—Washington's Birthday. A holiday.
March	25.	Wednesday—1:00 P.M. Spring vacation begins.
April	1.	Wednesday—8:20 A.M. Instruction is resumed.
April	15.	Wednesday—Last day for submitting orations for Wiley Gray contest.
April	30.	Thursday—Last day for selection of courses for ensuing year.
May	25.	Monday—Final examinations begin.
June	6.	Saturday—Commencement opens; Senior Class Day; Meeting of the Board of Trustees.
June	7.	Sunday—President's Address to Graduating Class.
June	8.	Monday—Commencement Address; Alumni-Alumnae Luncheon; Graduating Exercises; Lowering of the Flag by the Graduating Class.

1935

JANUARY

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1936

JANUARY

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OCTOBER

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NOVEMBER

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DECEMBER

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27	28	29	30	31		

GOVERNING BODIES AND OFFICERS

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Dietitian, the Union — East Campus

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Purchasing Agent, Duke University — 2010 Club Boulevard

THOMPSON, JAMES EDWARD
Manager, the Duke University Dining Halls — 504 East Forest Hills Boulevard

TYREE, WILLIAM ALLEN, A.B.
Director in the Business Division 610 Buchanan Road

WHITFORD, WILLIAM EDWARD, A.B.
Assistant Director in the Business Division West Campus

WHITTED, WALTER LEWIS
Bookkeeper 1204 College Road

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Director of Public Relations and Alumni Affairs
The Union, West Campus

ALDRIDGE, ELIZABETH, A.B.
Assistant Alumni Secretary East Campus

DUKES, CHARLES AUBRY, A.B.
Assistant to Director of Public Relations 1109 8th Street

JACKSON, DAVID KELLY, A.B., A.M. East Campus
Assistant to the Editor, Duke University Press

MANN, GLENN EDWARD, A.B. 2219 Club Boulevard
Manager Athletics Division, the News Service

RIPPY, J. FRED, A.B., A.M., Ph.D.
Editor, the Duke University Press Forest Hills

RIVERA, RODOLFO OSVALDO, A.B., A.M., Ph.D. West Campus
Executive Secretary, Duke University Press

SIMPSON, JAMES ROBERT, A.B. Johnson Apartments, Watts Street
Assistant Alumni Secretary

WILKINSON, ALBERT ALEXANDER
Director, the News Service 1113 Alabama Avenue

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Dean of the University and of Trinity College West Campus

BALDWIN, ALICE MARY, A.B., A.M., Ph.D.
Dean of the Woman's College East Campus

GREENE, WALTER KIRKLAND, A.B., A.M., Ph.D.
Dean of Undergraduate Instruction West Campus

HERRING, HERBERT JAMES, A.B., A.M.
Dean of Men, Trinity College Erwin Apartments, Buchanan Road

MANCHESTER, ALAN KREBS, A.B., A.M., Ph.D.
Dean of Freshmen, Trinity College West Campus

SMITH, RUTH SLACK, MRS., A.B., A.M.
Assistant Dean of the Woman's College
Faculty Apartments, East Campus

PICKETT, ANNIE CALDWELL, MRS., A.B. 1700 Duke University Road
Recorder, Trinity College

COLEMAN, MARGARET, A.B., A.M.
Recorder, Trinity College 918 Urban Avenue

SEABOLT, LOUISE, A.B., A.M.
Recorder, Woman's College 114 Faculty Apartments, East Campus

GLASSON, WILLIAM HENRY, Ph.B., Ph.D.
Dean of the Graduate School of Arts and Sciences
710 Buchanan Road

RANKIN, ROBERT STANLEY, A.B., A.M., Ph.D.
Assistant Dean of the Graduate School Manchester Apartments

HORACK, HUGO CLAUDE, Ph.B., LL.B.
Dean of the School of Law West Campus

KENDALL, HELEN MILDRED, A.B. 1600 B Street
Registrar, School of Law

HOLTON, HOLLAND, A.B., J.D.
Director of the Summer School 809 Watts Street

RUSSELL, ELBERT, A.B., A.M., Ph.D.
Dean of the School of Religion 811 Vickers Avenue

GARBER, PAUL NEFF, A.B., A.M., Ph.D.
Registrar of the School of Religion West Campus

DAVISON, WILBURT CORNELL, A.B., B.A., B.Sc., A.M., D.Sc., M.D.
Dean of the School of Medicine Hope Valley

STOCKSDALE, HELEN I. Woman's Club
Recorder, School of Medicine

BAKER, BESSIE, R. N., B.S.
Dean of the School of Nursing Nurses Home

KORSTIAN, CLARENCE FERDINAND, B.S.F., M.F., M.A., Ph.D.
Director of the Duke Forest 908 West Markham Avenue

MAUGHAN, WILLIAM, B.S., M.F.
Assistant Director of the Duke Forest 2307 Club Boulevard

INSTRUCTIONAL STAFF

This list includes all members of the various faculties of the University. The date denotes the first year of service.

ADAMS, DONALD KEITH, (1931) A.B., M.A., Ph.D.
Assistant Professor of Psychology Cornwallis Road

ADDOMS, RUTH MARGERY, (1930) B.A., M.A., Ph.D.
Assistant Professor of Botany 214 Faculty Apartments, East Campus

ALDRIDGE, FRED SOULE, (1922) A.B., A.M.
Assistant Professor of Mathematics East Campus

ALYEA, EDWIN PASCAL, (1930) S.B., M.D.
Associate Professor of Urology Hope Valley

ANDERSON, ANDREW RUNNI, (1929) A.B., Ph.D.
Professor of Latin 2404 Club Boulevard

ANDERSON, CHARLES ROBERTS, (1930) A.B., A.M.
Instructor in English 1104 Watts Street

ANDERSON, WILLIAM BANKS, (1930) A.B., M.D.
Associate Professor of Ophthalmology 10 Beverly Apartments

AVILÉS, LUIS, JR., (1935) A.B., A.M.
Instructor in Romance Languages

BAKER, BESSIE, (1930) B.S., R.N. Nurses Home
Dean of the School of Nursing and Professor of Nursing Education

BAKER, ROGER DENIO, (1930) A.B., M.D.
Assistant Professor of Pathology 1111 Watts Street

BALDWIN, ALICE MARY, (1923) A.B., A.M., Ph.D.
Associate Professor of History East Campus

BAUM, PAULL FRANKLIN, (1922) A.B., A.M., Ph.D.
Professor of English 103 Faculty Apartments, East Campus

BECKERATH, HERBERT VON, (1935) Ph.D.
Professor of Economics and Government

BERNHEIM, FREDERICK, (1930) A.B., Ph.D.
Associate Professor of Physiology and Pharmacology
Woodridge Drive, Rockwood

BERNHEIM, MARY LILAS CHRISTIAN, MRS., (1930) B.A., M.A., Ph.D.
Assistant Professor of Biochemistry Woodridge Drive, Rockwood

BIGELOW, LUCIUS AURELIUS, (1929) S.B., Ph.D.
Associate Professor of Chemistry 1001 Lamond Avenue

BILLIG, THOMAS CLIFFORD, (1935) A.B., A.M., LL.B., J.S.D.
Professor of Law Duke University

BIRD, HAROLD CRUSIUS, (1926) Ph.B., C.E. 1209 Virginia Avenue
Professor of Civil Engineering

BLACK, MARTIN LEE, JR., (1930) A.B., M.B.A., C.P.A.
Instructor in Accounting 612 Club Boulevard

BLACKBURN, WILLIAM MAXWELL, (1926) A.B., B.A., M.A.
Assistant Professor of English 1028 Gloria Avenue

BLOMQUIST, HUGO LEANDER, (1920) B.S., Ph.D. 1305 B Street
Professor of Botany

BOLICH, WILLIAM BRYAN, (1927) A.B., B.A., M.A., B.C.L.
Professor of Law Hope Valley

BOOKHOUT, CAZLYN GREEN, (1935) A.B., A.M., Ph.D.
Instructor in Zoölogy

BOYD, WILLIAM KENNETH, (1906) A.B., A.M., Ph.D.
Professor of History Hope Valley

BRADFORD, WILLIAM ZIEGLER, (1934) B.S., M.D.
Director, Outside Obstetric Service
Duke Hospital and Charlotte, North Carolina

BRADWAY, JOHN SAEGER, (1931) A.B., A.M., LL.B.
Professor of Law 111 Briarcliff Road

BRANSCOMB, BENNETT HARVIE, (1925) A.B., B.A., M.A., Ph.D.
Professor of New Testament Language and Literature
Chelsea Circle, Hope Valley

BRIDGERS, FURMAN ANDERSON, (1926) A.B., A.M.
Instructor in Romance Languages 1325 Arnette Avenue

BROWN, FRANCES, (1931) A.B., Ph.D. 1113 Alabama Avenue
Instructor in Chemistry

BROWN, FRANK CLYDE, (1909) A.B., A.M., Ph.D. 410 Buchanan Road
Professor of English

BROWNELL, WILLIAM ARTHUR, (1930) A.B., A.M., Ph.D. Hope Valley
Professor of Educational Psychology

BRYSON, THADDEUS DILLARD, (1928) Hope Valley
Professor of Law

CALLCOTT, WILFRID HARDY, A.B., A.M., Ph.D.
Visiting Professor of History, 1935-1936

CANNON, JAMES, III, (1919) A.B., A.M., Th.B., Th.M.
Ivey Professor of History of Religion and Missions
Chelsea Circle, Hope Valley

CARLITZ, LEONARD, (1932) A.B., Ph.D. 6 Bickett Apartments
Assistant Professor of Mathematics

CARPENTER, DAVID WILLIAMS, (1929) A.B., M.A., Ph.D.
Instructor in Physics 2508 Englewood Avenue

CARR, JOHN WINDER, JR., (1926) A.B., A.M., Ph.D.
Associate Professor of Education 926 Monmouth Avenue

CARROLL, EBER MALCOLM, (1923) A.B., A.M., Ph.D.
Associate Professor of History Faculty Club, East Campus

CARTER, BAYARD, (1931) A.B., B.A., M.A., M.D. West Campus
Professor of Obstetrics and Gynecology

CAVERS, DAVID FARQUHAR, (1931) B.S., LL.B. 414 Carolina Circle
Professor of Law

CHILDS, BENJAMIN GUY, (1924) A.B., A.M.
Professor of Education 1019 W. Markham Avenue

CLARK, KENNETH WILLIS, (1931) A.B., B.D., Ph.D.
Instructor in New Testament Language and Literature 11 Bickett Apartments

COILE, THEODORE STANLEY, (1935) B.S.F., M.F. Duke University
Instructor in Forestry

COLE, ROBERT TAYLOR, (1935) A.B., A.M. Salmon Apartments
Assistant Professor of Political Science

CONSTANT, FRANK WOODBRIDGE, (1930) B.S., Ph.D.
Assistant Professor of Physics 2320 Club Boulevard

COWPER, FREDERICK AUGUSTUS GRANT, (1918) A.B., A.M., Ph.D.
Professor of Romance Languages 1017 Dacian Avenue

CRANFORD, WILLIAM IVEY, (1891) A.B., Ph.D. 708 Buchanan Road
Carr Professor of Philosophy

CRISPELL, RAYMOND, (1933) A.B., M.D. West Campus
Associate Professor of Neuropsychiatry

CRUM, MASON, (1930) A.B., A.M., Ph.D. 1308 College Road
Assistant Professor of Biblical Literature

CUNNINGHAM, BERT, (1916) B.S., M.S., A.M., Ph.D.
Professor of Biology 1200 College Road

DALE, JULIA, (1930) A.B., A.M., Ph.D. 300 Monmouth Avenue
Assistant Professor of Mathematics

DAVIS, GIFFORD, (1930) A.B., A.M., Ph.D.
Instructor in Romance Languages
102 Faculty Apartments, East Campus

DAVISON, WILBURT CORNELL, (1927) A.B., B.A., B.Sc., M.A., D.Sc., M.D.
Professor of Pediatrics Hope Valley

DELAPLANE, WALTER HAROLD, (1934) A.B., A.M., Ph.D.
Instructor in Economics 311 East Trinity Avenue

DICK, MACDONALD, (1932) B.A., M.A., M.D. Duke Hospital
Associate in Medicine, Physiology, and Pharmacology

DRESSEL, FRANCIS GEORGE, (1929) B.S., M.S., Ph.D.
Instructor in Mathematics Chapel Hill Road

DOW, NEAL, (1934) A.B., A.M. 302 East Trinity Avenue
Instructor in French

EADIE, GEORGE SHARP, (1930) M.A., M.B., Ph.D. Hope Valley
Professor of Physiology and Pharmacology

EAGLE, WATT WEEMS, (1930) A.B., M.D. 1025 Monmouth Avenue
Associate Professor of Otolaryngology

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Assistant Professor of Education

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Professor of Physics 406 Buchanan Road

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Professor of Mathematics 1404 Arnette Avenue

ELLWOOD, CHARLES ABRAM, (1903) Ph.B., Ph.D., LL.D.
Professor of Sociology Pinecrest Road

FITZGERALD, WILLIAM STONE, (1935) A.B., A.M.
Instructor in English

FORBUS, WILEY DAVIS, (1930) A.B., M.D. Hope Valley
Professor of Pathology

FULLER, LON, (1931) A.B., J.D. Hope Valley
Professor of Law

FULLER, WARNER, (1932) B.S., LL.B. 418 Carolina Circle
Assistant Professor of Law

GARBER, PAUL NEFF, (1924) A.B., A.M., Ph.D. West Campus
Professor of Church History

GARDINER, ANN HENSHAW, (1930) R.N., B.S., M.S. Nurses Home
Assistant Professor of Nursing Education

GARDNER, CLARENCE ELLSWORTH, JR., (1930) A.B., M.D.
Assistant Professor of Surgery Manchester Apartments

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Assistant Professor of Latin 1030 W. Trinity Avenue

GIBSON, WILLIAM MARION, (1934) A.B., A.M. 1111 Oval Drive
Instructor in Political Science

GILBERT, ALLAN, (1920) B.A., A.M., Ph.D. 516 Carolina Circle
Professor of English

GILBERT, KATHERINE EVERETT, (1930) A.B., A.M., Ph.D.
Professor of Philosophy 516 Carolina Circle

GILMORE, ELIZABETH, (1934) A.B., A.M., Ph.D.
Instructor in Fine Art 402 Erwin Apartments

GLASSON, WILLIAM HENRY, (1902) Ph.B., Ph.D. 710 Buchanan Road
Professor of Political Economy and Social Science

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Instructor (Part Time) in Education

GOHDES, CLARENCE, (1930) A.B., A.M., Ph.D.
Associate Professor of English 1104 Watts Street

GRAY, IRVING EMERY, (1930) B.S., M.S., Ph.D. 2321 Club Boulevard
Assistant Professor of Zoölogy

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Professor of English

GREENWOOD, JOSEPH, (1930) A.B., A.M., Ph.D. Nation Avenue
Instructor in Mathematics

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Instructor in English Nation Avenue

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William Howell Pegram Professor of Chemistry

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Director of Physical Education, Woman's College

HALL, FRANK GREGORY, (1926) A.B., A.M., Ph.D.
Professor of Zoölogy 911 Markham Avenue

HALL, LOUISE, (1931) B.A., S.B. in Architecture, Brevet d' Art de la Sorbonne 603 Watts Street
Instructor in Fine Arts

HALL, WILLIAM HOLLAND, (1915) A.B., A.M., B.C.E., M.S.C.E.
Professor of Engineering 11 Beverly Apartments

HAMBLEN, EDWIN CROWELL, (1931) B.S., M.D. 606 Buchanan Road
Associate Professor of Obstetrics and Gynecology

HAMILTON, EARL JEFFERSON, (1927) B.S., A.M., Ph.D.
Professor of Economics 1015 Demerius Street

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Professor of Medicine

HANSEN-PRÜSS, OSCAR CARL EDWARD, (1930) A.B., M.D.
Assistant Professor of Medicine 3 Surry Road, Hope Valley

HARGITT, GEORGE THOMAS, (1930) Ph.B., A.M., Ph.D.
Professor of Zoölogy 811 Watts Street

HART, DERYL, (1930) A.B., A.M., M.D.
Professor of Surgery Duke University Road and Highway 751

HASBROUCK, FRANCIS M., (1935) A.B., Ph.D.
Instructor in Romance Languages

HATLEY, CHARLES CLEVELAND, (1917) A.B., A.M., Ph.D.
Professor of Physics 708 Buchanan Road

HAUSER, CHARLES ROY, (1929) B.S., M.S., Ph.D.
Assistant Professor of Chemistry 2119 Club Boulevard

HERRING, HERBERT JAMES, (1924) A.B., A.M.
Assistant Professor of Public Speaking 101 Erwin Apartment

HETHERINGTON, DUNCAN CHARTERIS, (1930) A.B., M.A., Ph.D., M.D.
Associate Professor of Anatomy Hope Valley

HICKMAN, FRANKLIN SIMPSON, (1927) A.B., A.M., S.T.B., Ph.D.
Professor of Psychology of Religion 823 Buchanan Road

HICKSON, ARTHUR OWEN, (1929) A.B., A.M., Ph.D.
Assistant Professor of Mathematics Nation Avenue

HILL, DOUGLAS, (1931) A.B., M.A., Ph.D.
Instructor in Chemistry Woodridge Drive, Rockwood

HOBBS, MARCUS EDWIN, (1935) A.B., M.A.
Instructor in Chemistry

HOLTON, HOLLAND, (1912) A.B., J.D. 809 Watts Street
Professor of the History and Science of Education

HOOVER, CALVIN BRYCE, (1925) A.B., Ph.D. 924 Urban Avenue
Professor of Economics

*HOPKINS, DWIGHT LUCIAN, (1928) B.S., M.S., Ph.D.
Assistant Professor of Zoölogy 922 Demarius Street

* On leave, 1935-1936.

HORACK, HUGO CLAUDE, (1930) Ph.B., LL.B. West Campus
Professor of Law

HUBBELL, JAY BROADUS, (1927) A.B., A.M., Ph.D. Pinecrest Road
Professor of English

JENSEN, HOWARD EIKENBERRY, (1931) A.B., A.M., B.D., Ph.D.
Professor of Sociology 1516 Hermitage Court

JOHNSTON, CHRISTOPHER, (1930) A.B., M.D. 118 W. Seeman Street
Assistant Professor of Medicine

JONES, ROBERT RANDOLPH, JR., (1930) A.B., M.D.
Assistant Professor of Surgery No. 5 Salmon Apartments

JORDAN, ARCHIBALD CURRIE, (1925) A.B., A.M.
Assistant Professor of English
Pinecrest Road, corner Highway No. 71

JORDAN, BRADY RIMBEY, (1927) Litt.B., Ph.D. Pinecrest Road
Professor of Romance Languages

KEECH, JAMES MAYNARD, (1931) A.B., A.M.
Instructor in Economics 1303 Lakewood Avenue

KELLEY, WILLIAM HENRY, (1934) M.D. Duke Hospital
Associate in Medicine

KEMPNER, WALTER, (1935) M.D. Duke Hospital
Associate in Medicine and Physiology

KORSTIAN, CLARENCE FERDINAND, (1930) B.S.F. M.F., M.A., Ph.D.
Professor of Silviculture 908 West Markham Avenue

KRAMER, PAUL JACKSON, (1931) A.B., M.Sc., Ph.D.
Assistant Professor of Botany 1011 Monmouth Avenue

KRUMMEL, CHARLES ALBERT, (1922) Ph.B., Ph.M., Ph.D.
Professor of German 2118 Englewood Avenue

LANDON, CHARLES EDWARD, (1926) A.B., A.M., Ph.D.
Assistant Professor of Economics 1001 West Trinity Avenue
and Economic Geography

LANNING, JOHN TATE, (1927) A.B., A.M., Ph.D.
Assistant Professor of History Ambassador Apartments

LAPRADE, WILLIAM THOMAS, (1909) A.B., Ph.D.
Professor of History 1108 Monmouth Avenue

LAYTON, PHILIP RAYMOND, (1935) A.B., LL.B., M.B.A.
Instructor in Business Administration

LEHMAN, JACOB STAUFFER, (1933) B.S., M.D. 908 Arnette Avenue
Associate in Roentgenology

LEMERT, BEN FRANKLIN, (1930) B.S.E., M.A., Ph.D.
Instructor in Economic Geography 15 Ambassador Apartments

LOWNDES, CHARLES LUCIEN BAKER, (1934) A.B., LL.B., S.J.D.
Professor of Law 2411 Club Boulevard

LUNDEBERG, OLAV, (1931) A.B., A.M., Ph.D. 204 Markham Avenue
Associate Professor of Romance Languages

LUNDHOLM, HELGE, (1930) Ph.D. Rollins Apartments
Associate Professor of Psychology

MABRY, WILLIAM ALEXANDER, (1930) A.B., A.M., Ph.D.
Instructor in History Allenton Apartments, West Trinity Avenue

MAGGS, DOUGLAS BLOUNT, (1930) A.B., J.D., S.J.D.
Professor of Law Hope Valley

MANCHESTER, ALAN KREBS, (1929) A.B., A.M., Ph.D.
Assistant Professor of History West Campus

MARTIN, DONALD STOVER, (1934) A.B., M.D. Duke Hospital
Associate in Bacteriology and Medicine

MARTIN, ELSIE WILSON, MRS., (1930) A.B., M.S.
Professor of Dietetics Faculty Apartments, East Campus

MATHEWS, RALPH THOMPSON, (1930) B.S. in M.E.
Instructor in Mechanical Engineering
4 Powe Apartments, Watts Street

MAUGHAN, WILLIAM, (1931) B.S., M.F. 2307 Club Boulevard
Assistant Professor of Forestry

MAXWELL, WILLIAM CARY, (1930) A.B., A.M., Ph.D. Hope Valley
Instructor in German

MCBRYDE, ANGUS MURDOCH, (1931) B.S., M.D. Duke Hospital
Assistant Professor of Pediatrics

MCCAIN, PAUL PRESSLY, (1933) A.B., M.D. Duke Hospital and
Assistant Professor of Clinical Medicine Southern Pines, N. C.

MCCLOY, SHELBY THOMAS, (1927) A.B., M.A., B.A., B.Litt., Ph.D.
Instructor in History 1208 Arnette Avenue

MCCREA, FOREST DRAPER, (1930) B.S., M.S., Ph.D.
Associate Professor of Physiology and Pharmacology
1010 Monmouth Avenue

MCDERMOTT, MALCOLM, (1930) A.B., LL.B. East Campus
Professor of Law

MCDOUGALL, WILLIAM, (1927) B.A., M.A., M.B., D.Sc., Litt.D.
Professor of Psychology Faculty Club, East Campus

MCLARTY, FURMAN GORDON, (1933) A.B., B.A., A.M., Ph.D.
Instructor in Philosophy 201 West Trinity Avenue

MCMANUS, MARY IDOLENE, (1935) A.B., A.M., Ph.D.
Instructor in Zoölogy

MEIER, OTTO, JR., (1934) B.S. in E.E.
Instructor in Electrical Engineering
4 Powe Apartments, Watts Street

METCALF, ZENO PAYNE, (1935) A.B., D.Sc.
Visiting (Part Time) Professor of Zoölogy

MILES, EDWARD ROY CECIL, (1929) B.S., M.A., Ph.D.
Assistant Professor of Mathematics
118 Faculty Apartments, East Campus

MITCHELL, FRANK KIRBY, (1926) A.B., A.M. 1008 W. Trinity Avenue
Associate Professor of English

MOUZON, JAMES CARLISLE, (1932) B.A., Ph.D.
Instructor in Physics 2017 Wa-Wa Avenue

MUNYAN, MERRILL CALVIN, (1934) A.B. East Campus
Instructor in History

MYERS, HIRAM EARL, (1926) A.B., S.T.B., S.T.M.
Professor of Biblical Literature 1015 Watts Street

NELSON, ERNEST WILLIAM, (1926) A.B., A.M., Ph.D.
Assistant Professor of History 2032 Club Boulevard

NICHOL, ARCHIBALD JAMESON, (1930) A.B., M.A., Ph.D.
Instructor in Economics 1009 Rose Hill Avenue

NIELSEN, WALTER MCKINLEY, (1925) B.S., Ph.D.
Assistant Professor of Physics 1407 Virginia Avenue

OOSTING, HENRY JOHN, (1932) A.B., M.S., Ph.D.
Instructor in Botany 1013 Rose Hill Avenue

ORMOND, JESSE MARVIN, (1923) A.B., B.D. 301 Watts Street
Professor of Practical Theology

PATTERSON, KARL BACHMAN, (1920) A.B., A.M.
Assistant Professor of Mathematics 1024 Monmouth Avenue

PATTON, LEWIS, (1926), A.B. 405 Watts Street
Assistant Professor of English

*PEARSE, ARTHUR SPERRY, (1926) B.S., A.M., Ph.D.
Professor of Zoölogy Chelsea Circle, Hope Valley

PEPPLER, CHARLES WILLIAM, (1912) A.B., Ph.D. 406 Buchanan Road
Professor of Greek

PERLZWEIG, WILLIAM ALEXANDER, (1930) B.S., A.M., Ph.D.
Professor of Biochemistry Hope Valley

PERRY, HAROLD SANFORD, (1932) B.S., Ph.D.
Instructor in Botany 1315 Sixth Street

PERSONS, ELBERT LAPSLEY, (1935) A.B., M.D.
Associate in Medicine and Dermatology
Allenton Apartments, West Trinity Avenue

POTEAT, MARY, (1935) A.B., A.M., Ph.D.
Instructor in English

PROCTOR, ARTHUR MARCUS, (1923) A.B., A.M., Ph.D. West Campus
Professor of Education

PULLIAS, EARL VIVON, (1932) A.B., A.M. 1006 Shepherd Street
Instructor (Part Time) in Education

* On leave, 1935-1936.

QUYNN, DOROTHY MACKAY, MRS. (1930) A.B., M.A., Docteur de L'Université de Paris — Woodridge Drive, Rockwood
Assistant Professor of History

QUYNN, WILLIAM ROGERS, (1930) B.A., M.A., Ph.D.
Instructor in French — Woodridge Drive, Rockwood

RANKIN, ROBERT STANLEY, (1927) A.B., A.M., Ph.D.
Professor of Political Science — Manchester Apartments

RANKIN, WATSON SMITH, (1927) M.D.
Lecturer in Preventive Medicine and Public Health

RANKIN, WILLIAM WALTER, JR., (1926) B.E., M.A.
Professor of Mathematics — 1011 Gloria Avenue

RATCHFORD, BENJAMIN ULYSSES, (1928) A.B., A.M., Ph.D.
Assistant Professor of Economics — 2030 Englewood Avenue

RAYMOND, MARY LOIS, (1931) A.B., M.A.
Instructor in French — Franklin Court Apartments

REEVES, ROBERT JAMES, (1930) A.B., M.D.
Associate Professor of Roentgenology
212 Faculty Apartments, East Campus

RHINE, JOSEPH BANKS, (1927) B.S., M.S., Ph.D. — Nation Avenue
Associate Professor of Psychology

*RIPPY, J. FRED, (1926) A.B., A.M., Ph.D. — Forest Hills
Professor of History

ROBERTS, CHRISTOPHER, (1929) B.S., A.M., Ph.D.
Assistant Professor of Economics
116 Faculty Apartments, East Campus

ROBERTS, JOHN H., (1931) A.B., Ph.D. — 1011 Rose Hill Avenue
Assistant Professor of Mathematics

ROSBOROUGH, RUSKIN RAYMOND, (1925) A.B., A.M., Ph.D., Docteur en philologie classique, Louvain
Professor of Latin — Faculty Club, East Campus

ROSS, ROBERT ALEXANDER, (1930) B.S., M.D. — 214 Swift Avenue
Assistant Professor of Obstetrics and Gynecology

ROWE, GILBERT THEODORE, (1928) A.B., D.D., Litt.D. — Pinecrest Road
Professor of Christian Doctrine

RUFFIN, JULIAN MEADE, (1930) A.B., M.A., M.D.
Assistant Professor of Medicine — 1010 Green Street

RUSSELL, ELBERT, (1926) A.B., A.M., Ph.D. — 811 Vickers Avenue
Professor of Biblical Interpretation

SAYLOR, JOHN HENRY, (1928) A.B., A.M., Ph.D. — 1604 B Street
Assistant Professor of Chemistry

SCOTT, KARL MYRON, (1934) A.B., M.Sc., Ph.D. — 911 Green Street
Assistant Professor of Economics

* On leave, 1935-1936.

SEELEY, WALTER JAMES, (1925) E.E., M.S. 1005 Urban Avenue
Professor of Electrical Engineering

SHANDS, ALFRED RIVES, JR., (1930) B.A., M.D. 1008 Green Street
Associate Professor of Orthopedics

SHEARS, LAMBERT ARMOUR, (1927) A.B., A.M., Ph.D.
Instructor in German 917 Green Street

SHIELDS, JOHN HERMAN, (1926) A.B., A.M.
Assistant Professor of Accounting 2 Eloise Apartments

*SHRYOCK, RICHARD HARRISON, (1925) B.S., Ph.D.
Professor of History 1107 Watts Street

SIMPSON, WILLIAM HAYS, (1930) A.B., A.M., Ph.D.
Instructor in Political Science 7 Bickett Apartments

SMITH, DAVID TILLERSON, (1930) A.B., M.D. Hope Valley
Professor of Bacteriology and Associate Professor of Medicine

SMITH, HILRIE SHELTON, (1931) A.B., Ph.D., D.D.
Professor of Religious Education 1523 Hermitage Court

SMITH, ROBERT SIDNEY, (1932) A.B., A.M., Ph.D.
Instructor in Economics 3 Bickett Apartments

SMITH, RUTH SLACK, MRS., (1927) A.B., A.M.
Instructor in Education . 115 Faculty Apartments, East Campus

SPEARS, MARSHALL TURNER, (1927) A.B., A.M. 501 Watts Street
Lecturer in Law

SPENCE, BESSIE WHITTED, MRS., (1929) A.B., A.M., B.D. Hope Valley
Instructor in Biblical Literature

SPENCE, HERSEY EVERETT, (1918) A.B., A.M., B.D. Hope Valley
Professor of Biblical Literature and Religious Education

SPENGLER, JOSEPH JOHN, (1934) A.B., M.A., Ph.D.
Associate Professor of Economics 1601 Lakewood Avenue

SPONER, HERTHA, (1935) Ph.D.
Visiting Professor of Physics

SPRUNT, DOUGLAS HAMILTON, (1932) B.S., M.S., M.D.
Associate Professor of Pathology Hope Valley

STERN, WILLIAM, Ph.D., LL.D., 305 Faculty Apartments, East Campus
Visiting Professor of Psychology

SUGDEN, HERBERT WILFRED, (1929) A.B., A.M., Ph.D.
Assistant Professor of English
201 Faculty Apartments, East Campus

SWETT, FRANCIS HUNTINGTON, (1930) A.B., M.A., Ph.D. Hope Valley
Professor of Anatomy

TAYLOR, HAYWOOD MAURICE, (1930) B.S., M.S., Ph.D.
Assistant Professor of Biochemistry and Toxicology
University Drive, Rockwood

* On leave, 1935-1936.

THOMAS, JOSEPH MILLER, (1930) A.B., Ph.D.
Professor of Mathematics House G, 107, West Campus

THOMPSON, EDGAR T., A.B., A.M., Ph.D.
Assistant Professor of Sociology

TOWE, WILLIAM THOMPSON, (1924) A.B.
Assistant Professor of Business Law
Powe Apartments, Watts Street

VANCE, MARY HENDREN, MRS., (1926) A.B., A.M.
Assistant Professor of English
215 Faculty Apartments, East Campus

VOLLMER, CLEMENT, (1926) A.B., A.M., Ph.D. West Campus
Professor of German

VOSBURGH, WARREN CHASE, (1928) B.S., M.S., Ph.D.
Professor of Chemistry 2319 Englewood Avenue

VOYLES, CARL, (1931) B.S. 1005 Monmouth Avenue
Assistant Director of Physical Education, Trinity College

WADE, WALLACE, (1931) A.B. West Campus
Director of Physical Education, Trinity College

WALTON, LORING BAKER, (1929) Lic. ès L. 2411 Club Boulevard
Assistant Professor of Romance Languages

WANNAMAKER, WILLIAM HANE, (1904) A.B., A.M., Litt.D.
Professor of German West Campus

*WARD, CHARLES EUGENE, (1927) A.B., A.M., Ph.D.
Instructor in English Tuscaloosa Forest

WAY, VERNON ELGIN, (1930) A.B., A.M., M.A.
Assistant Professor of Greek 1013 Gregson Street

WEBB, ALBERT MICAJAH, (1903) A.B., A.M. 1017 Trinity Avenue
Professor of Romance Languages

WEST, ALFRED THURBER, (1930) B.S.
Instructor in English 909 North Gregson Street

*WHITE, MARIE ANNE, MRS., (1930) A.B., A.M.
Instructor in English Chelsea Circle, Hope Valley

*WHITE, NEWMAN IVEY, (1919) A.B., A.M., Ph.D.
Professor of English Chelsea Circle, Hope Valley

WIDGERY, ALBAN GREGORY, (1930) B.A., M.A. Pinecrest Road
Professor of Philosophy

WILBUR, RALPH SYDNEY, (1933) B.S. in M.E. 2108 University Drive
Associate Professor of Mechanical Engineering

WILSON, FREDERICK ELIPHAZ, (1923) A.B., A.M. 1007 Urban Avenue
Assistant Professor of German

WILSON, ROBERT NORTH, (1910) A.B., M.S. 822 Third Street
Professor of Chemistry

* On leave, 1935-1936.

WILSON, ROBERT RENBERT, (1925) A.B., A.M., Ph.D.
Professor of Political Science 216 Forest Wood Drive

WOLF, FREDERICK ADOLPHUS, (1927) A.B., A.M., Ph.D.
Professor of Botany 924 Urban Avenue

WOODY, ROBERT HILLIARD, (1929) Ph.B., A.M., Ph.D.
Instructor in History 108 Forest Wood Drive

WRIGHT, JAMES DIXON, (1935) A.B., A.M.
Instructor in German

YATES, ANNE, (1933) A.B., A.M., Ph.D. Duke Hospital
Associate in Biochemistry

YOUNG, EDWARD HUDSON, (1923) A.B., A.M. 13 Beverly Apartments
Assistant Professor of Romance Languages

ZENER, KARL EDWARD, (1928) A.B., A.M., Ph.D. 416 Carolina Circle
Assistant Professor of Psychology

ARENA, JAY MORRIS, (1934) B.S., M.D. Duke Hospital
Instructor in Pediatrics

BAKER, ELEANOR USSHER, (1930) A.B. Duke Hospital
Instructor in English in School of Nursing

BATCHELDER, MARION FRANCES, (1930) R.N. Duke Hospital
Instructor in Nursing Administration and Supervision

BROADHEAD, EDWARD HALL, (1933) A.B., A.M. A.201, Duke University
Instructor in Music

CALDER, ROYALL MANN, (1930) A.B., M.D. Duke Hospital
Instructor in Medicine

CARNEY, JAMES JOSEPH, JR., (1934) A.B., A.M. 302 Southgate
Instructor (Part Time) in Economics

DILL, ISABEL HUNTER, (1934) R.N., B.S. Duke Hospital
Instructor in Principles and Practice of Nursing

DOW, MARIE, MRS., (1934) L. ès L., M.A. 302 East Trinity Avenue
Instructor (Part Time) in French

EPPERSON, JEFFE HARRISON, (1930) B.S. 1202 Mangum Street
Instructor in Preventive Medicine and Public Health

EVERETT, JOHN WENDELL, (1932) A.B., Ph.D.
Instructor in Anatomy Woodridge Drive, Rockwood

FARIOLETTI, MARIUS, (1934) B.B.A., A.M. 1007 Lakewood Avenue
Instructor (Part Time) in Economics

FINKELSTEIN, HAROLD, (1931) B.S., M.D. Duke Hospital
Instructor in Surgery

FITZGERALD, WILLIAM STONE, (1934) A.B., A.M. West Campus
Instructor (Part Time) in English

GARNER, SAMUEL PAUL, (1934) A.B., A.M. 2109 Chapel Hill Road
Instructor (Part Time) in Economics

HARRISON, DAVID MOODY, (1934) B.S., A.M. 1114 Eighth Street
Instructor in Economics

HARWELL, GEORGE CORBIN, (1935) A.B., A.M.
Instructor in English

HALTOM, WILLIAM LORENZ, (1934) A.B., M.D. Duke Hospital
Instructor in Urology

HAYWOOD, CHARLES LEWIS, JR., (1932) A.B., M.A., M.D.
Instructor in Anatomy Duke Hospital

HINVES, EDITH, (1934) R.N. Duke Hospital
Instructor in Nursing Supervision

HOLLINSHEAD, WILLIAM HENRY, (1930) B.A., M.S., Ph.D.
Instructor in Anatomy 2313 Englewood Avenue

JARMAN, LAURA MARTIN, (1934) A.B., A.M. Aycock House
Instructor (Part Time) in French

LAXTON, AUGUSTA, (1930) R.N. Nurses Home
Instructor in Nursing Administration and Supervision

LEWIS, WILLIAM WHITFIELD, (1934) B.S. in C.E.
Instructor in Engineering 1002 Monmouth Avenue

MARTIN, DONALD STOVER, (1932) A.B., M.D.
Instructor in Medicine 2607 Chapel Hill Boulevard

MCCARRELL, DAVID KITHCART, (1935) A.B., A.M.
Instructor (Part Time) in History

MCCUTCHEON, ERNEST PARRISH, (1930) D.D.S.
Instructor in Dentistry 1503 Alabama Avenue

MCCUTCHEON, FREDERICK HAROLD, (1935) B.S., M.S.
Instructor (Part Time) in Zoölogy

MITCHELL, NICHOLAS PENDLETON, JR., (1934) A.B., A.M., Ph.D.
Instructor in Political Science 112 West Trinity Avenue

NELSON, HULDA GERTRUDE, (1930) R.N. Duke Hospital
Instructor in Nursing Administration and Supervision

OATES, MAX OGLESBEE, (1934) A.B., M.D. Duke Hospital
Instructor in Surgery

ORGAIN, EDWARD STEWART, (1934) M.D. Duke Hospital
Instructor in Medicine and Physiology

POOLE, EVERETT BLANKS, (1934) A.B., M.D. Duke Hospital
Instructor in Medicine

RANEY, RICHARD BEVERLY, (1934) A.B., M.D. Duke Hospital
Instructor in Orthopedics

RANSON, RUSSELL, (1934) B.S. Southgate, East Campus
Instructor in Electrical Engineering

RIGDON, RAYMOND HARRISON, (1931) B.S., M.D. — Duke Hospital
Instructor in Pathology

RUEGSEGGER, JAMES MOORE, (1934) A.B., M.D. — Duke Hospital
Instructor in Medicine

SMITH, SUSAN GOWER, (1930) A.B., M.A. — Hope Valley
Instructor in Physiology and Pharmacology

STADTHAGEN, HEINZ AXEL, (1934) B.A., A.B. — 703 Watts Street
Instructor (Part Time) in German

THOMAS, WALTER LEE, JR., (1934) A.B., M.A., M.D. — Duke Hospital
Instructor in Obstetrics and Gynecology

TRUESDALE, JAMES NARDIN, (1930) A.B., A.M. — East Campus
Instructor (Part Time) in Greek

WILLIFORD, ANNIE MAE, (1935) A.B., A.M.
Instructor (Part Time) in History

WUNSCHEL, MARTHA ANNE, (1934) R.N. — Duke Hospital
Instructor in Nursing Supervision

YOUNG, DAVID, (1934) M.D. — Duke Hospital
Instructor in Neuropsychiatry

ZIV, LOUIS BERNARD, (1934) A.B., M.D. — Duke Hospital
Instructor in Surgery

INSTRUCTIONAL ASSISTANTS

ATWOOD, THEODORE, (1934) A.B., D.M.D. — Arnette Avenue
Assistant in Dentistry

BAYLIN, GEORGE JAY, (1934) A.B. — Duke Hospital
Assistant in Anatomy

BORLAND, ANDREW HOYT, (1934) A.B., LL.B. — 804 Second Street
Assistant in Legal Aid Clinic

BRYSON, EDWARD CONSTANT, (1931)
Assistant in Legal Aid Clinic
307 Faculty Apartments, East Campus

CALLAWAY, JASPER LAMAR, (1933) M.D. — Duke Hospital
Assistant in Medicine

CONSTABLE, ERNEST WILLIAM, (1934) B.S., M.S., Ph.D.
Research Assistant in Biochemistry — Duke Hospital

DAVIS, ROSE, (1934) A.B., LL.B., Ph.D. — Duke University
Assistant in Chemistry

DERIEUX, GEORGE HENRY, (1933) B.S., M.D. — Duke Hospital
Assistant in Obstetrics

DOAK, ALFRED DEADERICK, (1930) A.B., M.D. — Duke Hospital
Assistant in Medicine

FLETCHER, RICHARD VAN, (1933) B.S., M.D. Duke Hospital
Assistant in Surgery

FREEMAN, CLARENCE DEARBORN, JR., (1933) A.B., M.D. Duke Hospital
Assistant in Obstetrics and Gynecology

GAY, CHARLES HOUSTON, (1934) A.B., M.D. Duke Hospital
Assistant in Pediatrics

HASLER, WALTER THALMAN, (1934) A.B., M.D. Duke Hospital
Assistant in Otolaryngology

HEINITSH, GEORGE, (1932) B.S., M.D. Duke Hospital
Assistant in Surgery

HOOKER, CHARLES WRIGHT, (1934) A.B., A.M., Ph.D. Duke Hospital
Research Assistant in Medicine

JERNIGAN, CHARLTON CONEY, (1934) A.B., A.M., Ph.D.
Assistant in Greek Duke University

JONES, JULIA MARY, (1933) A.B. Duke University
Assistant in Anatomy

JOYNER, AUSTIN LOUIS, (1934) B.S., M.D. Duke Hospital
Research Assistant in Medicine

JOYNER, GEORGE, (1932) B.S., M.D. Duke Hospital
Assistant in Surgery

KLEIN, JAMES RAYMOND, (1934) A.B. Duke Hospital
Assistant in Biochemistry

KONDRITZE, ALBERT, (1934) A.B., M.S. Duke Hospital
Assistant in Biochemistry

MASON, MARY LOCHER, MRS., (1931) Diploma in Fine Arts, Teachers College, Columbia University
Assistant in Education Roxboro Road

MCMILLAN, ROBERT LINDSAY, (1934) M.D. Duke Hospital
Assistant in Medicine

MICHEL, HARRY OSCAR, (1934) B.S. Duke Hospital
Assistant in Biochemistry

MILLER, CHARLES HENDERSON, (1934) A.B., LL.B.
Assistant in Legal Aid Clinic 10 Glenn Apartments

MORROW, ARCH SHERROD, (1934) A.B. Duke Hospital
Assistant in Anatomy

PARRISH, MADISON EDWARD, (1934) B.S., M.D. Duke Hospital
Assistant in Roentgenology

POSTON, MARY ALVERTA, (1930) Duke Hospital
Assistant in Bacteriology

REQUE, PAUL GERHARD, (1933) M.D. Duke Hospital
Assistant in Medicine

SANGER, PAUL WELDON, (1931) A.B., M.D. — Duke Hospital
Assistant in Surgery

SCADRON, EUGENE NESTOR, (1934) A.B., M.D. — Duke Hospital
Research Assistant in Medicine

SCHIEBEL, HERMAN MAX, (1933) A.B., M.D. — Duke Hospital
Assistant in Surgery

SCHULZE, WILLIAM, (1934) B.S. — Duke Hospital
Assistant in Anatomy

SHIPP, MARY ELIZABETH, (1932) A.B., M.A. — Duke Hospital
Research Assistant in Anatomy

TWADDELL, VERA CARR, MRS., (1931) A.B. — 707 South Duke Street
Assistant in Education

WANNAMAKER, MARGARET, (1932) A.B. — Duke University
Assistant in Education

WEBSTER, MARGARET DOROTHY, (1934) B.Sc., M.Sc. — Duke Hospital
Assistant in Physiology and Pharmacology

WILKERSON, WILLIAM EDGAR, (1934) B.S., M.D. — Duke Hospital
Assistant in Surgery

WILLIAMS, JARRETT EARL, (1933) M.D. — Duke Hospital
Assistant in Pathology

YAO, KE-FANG, (1934) M.D. — Duke Hospital
Fellow in Bacteriology

INSTRUCTIONAL ASSISTANTS IN PHYSICAL EDUCATION
TRINITY COLLEGE

CALDWELL, HERSCHEL, (1930) — 1 Rollins Apartments
Assistant in Physical Education

CAMERON, EDMUND MCCULLOUGH, (1926) A.B. — 214 Swift Avenue
Assistant in Physical Education

CARD, WILBUR WADE, (1902) A.B. — 1110 Minerva Avenue
Director of the Gymnasium

CHAMBERS, ROBERT LUTHER, (1933) B.S. — 403 Union, West Campus
Assistant in Physical Education

COOMBS, JOHN WESLEY, (1929) B.S. House DD, 101, Craven Quadrangle
Assistant in Physical Education

CRICHTON, MARSHALL, (1931) — Chapel Hill Road
Assistant in Physical Education

DEAN, DAYTON ROBERT, (1931) A.B. — 403 Union, West Campus
Business Manager of Athletics

GERARD, KENNETH, (1931) B.S. — 2101 University Drive
Assistant in Physical Education

HAGLER, ELLIS, (1930) 7 Powe Apartments, Buchanan Road
Assistant in Physical Education

HARDISON, MARY, R.N. West Campus Infirmary
Resident Nurse

HENDRICKSON, HORACE, (1934) West Campus
Assistant in Football

PERSONS, WALTER, (1930) West Campus
Assistant in Physical Education

ROGERS, THOMAS, (1934) West Campus
Assistant in Football

SAUNDERS, CORINNA, R.N. West Campus Infirmary
Resident Nurse

WAITE, ALEX, (1931) A.B. Pinecrest Road
Assistant in Physical Education

WARREN, ADDISON, (1931) A.B.
Assistant in Physical Education

INSTRUCTIONAL ASSISTANTS IN PHYSICAL EDUCATION
THE WOMAN'S COLLEGE

CHATNEUFF, VIVIAN MOIZE, MRS., (1928) A.B. Powe Apartments
Instructor in Physical Education

CIRCLE, ELIZABETH, (1932) A.B., M.S. 806 Third Street
Instructor in Physical Education

LEWIS, MARTHA MODENA, (1933) B.S. 806 Third Street
Instructor in Physical Education

RAMSEY, SARAH WRAY, R.N. East Campus Infirmary
Resident Nurse

VESTAL, MOZELLE, R.N. East Campus Infirmary
Resident Nurse

WYCHE, ALMA VIRGINIA, (1930) A.B.
Instructor in Physical Education

FELLOWS AND GRADUATE ASSISTANTS

HONORARY FELLOW

Opp, Carl Joseph Biochemistry 1025 Gloria Ave.
A.B., Miami; A.M., Ph.D., University of Cincinnati

INDUSTRIAL RESEARCH FELLOWS

Darkis, Frederick Randolph Chemistry 2114 Club Blvd.
B.S., M.S., Ph.D., University of Maryland

Dixon, Lawrence F. Chemistry 916 Monmouth Ave.
A.B., Trinity College

McLean, Ruth — Chemistry — 1022 Monmouth Ave.
A.B., N. C. C. W.

Baisden, Louis A. — Chemistry — C-06
B.S., Alabama Polytechnic Institute

UNIVERSITY FELLOWS

Bennett, Walter Hartwell — Political Science — 1000 Lamond Ave.
A.B., University of Richmond

Bloom, Leonard — Sociology — 307 House B
B.S., A.M., Boston

Brandt, Bartholomew Brandner — Zoölogy — 1012 Alabama Ave.
B.S., Mississippi State; A.M., Duke

Brody, Leon — Education — 1214 Sixth St.
A.B., M.S., College of the City of New York

Bryan, Jack Yeaman — Philosophy — 1811 Chapel Hill Rd.
A.B., A.M., University of Arizona

Carney, James Joseph, Jr. — Economics — 302 Southgate
A.B., A.M., Harvard

Cleaves, Alden Parker — Physics — 204 House C
A.B., A.M., Boston

Comer, David Blaine, III — English — 203 House C
A.B., A.M., Tulane

Davis, Charles Shepard — History — 121 Epworth
B.S., M.S., Alabama Polytechnic Institute

Dearborn, Donald Curtis — Mathematics — 1012 Urban Ave.
A.B., Hastings; A.M., University of Nebraska

Drew, Fraser Bragg — Latin — Myrtle Drive
A.B., University of Vermont

Farioletti, Marius — Economics — 1007 Lakewood Ave.
B.B.A., University of Chattanooga; A.M., Oberlin

Hardin, Rector Roemilt — Economics — 1700 Duke Univ. Rd.
A.B., Berea; A.M., Duke

Harkema, Reinard — Zoölogy — 204 Watts St.
A.B., Calvin

Harwell, George Corbin — English — 900 Dacian Ave.
A.B., A.M., Duke

Heckman, Oliver Saxon — History — 1001 Watts St.
A.B., Lebanon Valley; A.M., University of Illinois

Hobbs, Marcus Edwin — Chemistry — 01 House V
A.B., A.M., Duke

Kates, Kenneth Casper — Zoölogy — 204 Watts Street
A.B., St. Stephen's; A.M., Duke

Luthin, Reinhard Henry — History — 206 House C
A.B., A.M., Columbia

McCain, William David — History — 611 Watts St.
B.S., Mississippi Delta State Teachers College; A.M., University of Mississippi

Martin, Willard Edgar, Jr. — English — 718 Vickers Ave.
A.B., Boston; A.M., Harvard

Miller, William Taylor, Jr. — Chemistry — 05 House W
A.B., Duke

Rose, Jesse Lee — Greek — 804 Third St.
A.B., College of Charleston; A.M., Duke

Whitenfish, Abe Irving — Chemistry — 04 House C
B.S., University of Richmond; A.M., Duke

Wynne, Robert Baker — English — 1026 Monmouth Ave.
A.B., A.M., College of William and Mary

GRADUATE ASSISTANTS

Altland, Paul Daniel, Jr. — Zoölogy — 204 Watts St.
B.S., Gettysburg

Andrews, Henry Lucian — Sociology — 2105 Club Blvd.
A.B., A.M., Duke

Bates, Roger Gordon — Chemistry — 107 House H
B.S., Massachusetts State College

Billings, William Dwight — Botany — 302 House X
A.B., Butler

Clarkson, Helen Elizabeth — Mathematics — 1030 W. Trinity Ave.
B.S., Creighton

Crain, Stephen Dodge — Political Science — 103 House C
A.B., A.M., Indiana

Culbreth, Sarah Elizabeth — Zoölogy — 304 Aycock
A.B., Duke

Doering, John Frederick — English — 206 Watts St.
A.B., University of Western Ontario

Dusseau, John LaFontaine — English — 2100 Englewood Ave.
A.B., Haverford

Eckard, Edwin Woodrow — Economics — 103 House A
A.B., Marshall; A.M., Duke

Eggers, Graydon Poe — English — 203 House B
A.B., Carson-Newman; A.M., Duke

Eidson, John Olin — English — 108 House B
A.B., Wofford; A.M., Vanderbilt

Flinn, Lawrence A.B., University of North Carolina; A.M., Duke	Philosophy	3 The Glen Chapel Hill, N. C.
Foerster, Alma Pauline A.B., Holyoke; A.M., Smith	History	207 Aycock
Garner, Samuel Paul A.B., A.M., Duke	Economics	2109 Chapel Hill Rd.
*George, Theodore Samuel B.S., Grove City	Mathematics	1012 Urban Ave.
Graff, Harry A.B., A.M., University of Cincinnati	English	2323 Englewood Ave.
Hamilton, William Baskerville, Jr. A.B., A.M., University of Mississippi	History	121 Epworth
Hard, Walter Leon A.B., Albion	Zoölogy	204 Watts St.
Hendrixson, Philip Roe A.B., Grinnell	Chemistry	306 House C
Hiatt, Edwin Peelle A.B., Wilmington; A.M., Haverford	Zoölogy	204 Watts St.
Hoban, Charles Francis, Jr. Ph.B., Dickinson; A.M., Duke	Education	Cornwallis Road
Jacokes, James Warner, Jr. B.S., Union	Chemistry	04 House C
Jaffe, David A.B., Duke	English	704 Roxboro St.
Jordan, Thomas Earl B.S., Atlantic University; M.S., University of Richmond	Chemistry	306 House C
Levin, Jacob A.B., Duke	Economics	309 Canal St.
McCallie, Robert Lewis A.B., Davidson	English	103 House B
MacColl, Sylvia Hazelton A.B., A.M., Smith	Psychology	1100 Ninth St.
McCord, William Fletcher A.B., Mercer	Psychology	1104 Watts St.
McCurdy, Harold Grier A.B., Duke	Psychology	403 Cook St.
McCutcheon, Frederick Harold B.S., M.S., North Dakota State College	Zoölogy	819 Third St.
McManus, Mary Idolene A.B., Coker; A.M., University of South Carolina	Zoölogy	211 Aycock

* Appointed February 1, 1935.

Markham, Eleanor Mallory A.B., Duke	Mathematics	204 N. Dillard St.
Martin, Stuart Thompson, Jr. B.S., Massachusetts Institute of Technology	Physics	1100 Ninth St.
*Oliver, Henry Madison, Jr. A.B., Southwestern	Economics	1506 Duke Univ. Rd.
Parker, Enid Rifner A.B., University of Chattanooga; A.M., Duke	Latin	104 Aycock
Parler, Mary Celestia A.B., Winthrop; A.M., University of Wisconsin	English	1023 Gloria Ave.
Pratt, Joseph Gaither A.B., A.M., Duke	Psychology	409 Cook St.
Rankin, John Stewart, Jr. A.B., A.M., Wesleyan	Zoölogy	216 Epworth
Reed, John Frederick A.B., Dartmouth	Botany	2003 Club Blvd.
Reed, Mildred Gant Stites A.B., Duke	Botany	2003 Club Blvd.
Riddick, Floyd Millard A.B., Duke; A.M., Vanderbilt	Political Science	611 Watts St.
Rintelen, Joseph Charles, Jr. B.S., Brooklyn Polytechnic Institute; M.S., Cornell	Chemistry	2110 Erwin Road
Root, Paul Adelbert A.B., Asbury; B.D., Duke	Sociology	306 House B
Sigmon, Hugh William A.B., Lenoir Rhyne; M.S., North Carolina State	Chemistry	1116 Burch Ave.
Spangler, Helen Virginia A.B., M.S., West Virginia	Botany	205 Aycock
Stuart, Charles Edward A.B., Duke	Psychology	403 Cook St.
Tiffin, Marguerite Emma B.S., University of Washington; M.S., University of Colorado	Zoölogy	205 Aycock
Trawick, Sarah Catherine A.B., Converse	English	104 Aycock
Watson, Karl Brantley, Jr. B.S., A.B., University of Chattanooga	Education	1012 Urban Ave.
White, Gladys Ruth A.B., A.M., Duke	Physics	1623 Erwin Road
Winton, Lowell Sheridan B.S., Grove City; A.M., Oberlin	Mathematics	1012 Urban Ave.
Zimmerman, Carroll Louis A.B., Miami	Physics	204 House C

* Appointed February 1, 1935.

Zirkle, George A.B., Tusculum; A.M., Duke	Psychology	818 Sixth St.

GRADUATE SCHOLARS

Askew, William Clarence A.B., Mercer; A.M., Duke	History	06 House C
Barnes, Annette A.B., Duke	French	1507 Duke Univ. Rd.
*Barnwell, Robert Woodward, Jr. A.B., A.M., University of South Carolina	History	611 Watts St.
Beck, Lewis White A.B., Emory	Philosophy	403 Cook St.
Bishop, Maurice Fugh A.B., Birmingham-Southern	Political Science	108 House B
Boreman, John George A.B., Duke	Physics	303 House B
Cash, Rosanelle A.B., Duke	French	209 Aycock
Clayton, William Joseph A.B., Southeastern Teachers College	Chemistry	819 Third St.
Dale, William Pratt, II A.B., A.M., Duke	History	300 Monmouth Ave.
Day, Lyndon Robert A.B., Washburn	Economics	1700 Duke Univ. Rd.
DeMond, Robert Orley A.B., A.M., Syracuse	History	1700 Lakewood Ave.
Dorsett, Henry Grady, Jr. B.S., Wake Forest	Physics	1602 Lakewood Ave.
Duncan, Wilbur Howard A.B., A.M., Indiana	Botany	206 House C
Gardner, Eugene Elmore A.B., Furman; A.M., University of Chicago	French	719 Chapel Hill St.
Hall, Arthur Ryker A.B., A.M., University of Oklahoma	History	514 McMannen
Harrison, Charles William A.B., Davidson; A.M., Duke	History	106 House C
Hopkins, John Isaac B.S., Duke	Physics	922 Demerius St.
Jester, Harold Thomas A.B., Furman	Greek	105 House C

* Appointed February 1, 1935.

Klemm, Frederick Alvin A.B., Dickinson	German	301 House A
Morgan, Jasper Eugene B.S., Wake Forest; A.M., Duke	Physics	Box 4687, Duke
Reichenberg, Wally Teachers College, Austria; A.M., Boston	Psychology	Duke University
Roberts, Beatrice Thelma A.B., Woman's College of the University of North Carolina	Mathematics	308 Aycock
Rundlett, Thurman Learoyd A.B., Colgate	Physics	102 House C
Stirewalt, Martin Luther, Jr. A.B., Lenoir Rhyne	Greek	1000 Lamond Ave.
Vandivere, Edgar Filmore, Jr. A.B., Emory	Mathematics	1012 Urban Ave.
Vermont, Albert A.B., Wofford	French	203 House C
White, Mary Rebecca A.B., Fairmont State Teachers College	Education	304 Aycock
Williams, William Denison B.S., M.S., Union	Physics	205 House C

THE UNIVERSITY LIBRARIES

BRANSCOMB, BENNETT HARVIE, A.B., B.A., M.A., Ph.D.
Director — Hope Valley

GENERAL LIBRARY

BREEDLOVE, JOSEPH PENN, A.B., A.M. — 407 Watts Street
Librarian

MALONE, EVA EARNSHAW, A.B., B.S.
Assistant Librarian in Charge of Cataloguing
210 Faculty Apartments, East Campus

POWELL, BENJAMIN EDWARD, A.B., B.L.S.
Head of the Reference and Circulation Departments

WILCOX, JEROME KEAR, B.A., B.S. in L.S., M.A.
Head of the Acquisition Department

ANDREWS, ESTHER RUTH, MRS., A.B. — 612 South Duke Street
In Charge of Accessioning

BAKER, FLORENCE MAY — 1006 Monmouth Ave.
In Charge of Engineering Library

BOONE, SIDNEY GRANT, A.B. Q. 210
In Charge of Biology Library

BLANCHARD, SARAH FERGUSON, A.B., B.S.
Cataloguer 1107 Minerva Avenue

BOYD, MARY ELIZABETH, A.B. 216 Faculty Apartments, East Campus
Assistant in the Order Department

BURCHETTE, KATHRYN, A.B., B.A. in L.S. 1008 Monmouth Avenue
Cataloguer

COUSINS, REBA THURSTON, A.B. 1107 Urban Avenue
In Charge of the Work Room

COVINGTON, LENA, A.B. 1008 Monmouth Avenue
Assistant in the Order Department

CREWS, SUDIE ELIZABETH 1004 West Trinity Avenue
Assistant in the Order Department

EVINS, SARAH ELFORD, B.S., B.A. in L.S. 209 Faculty Apartments
Assistant in Charge of Exchange Catalogue

FRAZIER, ROSE MARIE, A.B., B.S., B.M. 702 Buchanan Road
Assistant in the Reference Department

GARNER, GEORGE LEE, A.B., A.M. 1008 Monmouth Avenue
Cataloguer

GREEN, JANE, A.B., B.A. in L.S. 1004 West Trinity Avenue
Assistant in the Order Department

HIX, EDWIN JONATHAN, A.B. 812 Fourth Street
Assistant in the Circulation Department

ISRAEL, KATE OLA, A.B. West Campus
Cataloguer in Charge of the Chemistry Library

JENSEN, EVELYN, B.S. 216 Faculty Apartments, East Campus
Cataloguer

JOYNER, WILLIAM EPPIE, A.B. 2002 Club Boulevard
In Charge of Reserve Book Room

KEEN, EUNICE, A.B., B.A. in L.S. 1109 Minerva Avenue
Cataloguer

KETRING, RUTH ANNA, A.B., A.M., Ph.D.
In Charge of Manuscripts 208 Faculty Apartments, East Campus

LOOS, LOUISE, A.B. 208 Faculty Apartments, East Campus
Cataloguer

*MALONE, EVA CANDLER, A.B. 804 Third Street
Cataloguer

MERRITT, GERTRUDE, A.B. 2 Bickett Apartments
Assistant in the Order Department

* On leave, 1935-1936.

MORGAN, KATHERINE, MRS., A.B. Hillsboro, N. C., Route 3
In Charge of the Physics Library

MYERS, MILDRED FLORENCE, A.B., B.S. in L.S. 704 Buchanan Road
Cataloguer

OYLER, HELEN, A.B., B.S. in L.S. 704 Buchanan Road
Cataloguer

PARKER, WIXIE ELMA, A.B., B.S. in L.S. 303 Erwin Apartments
Head of the Periodical Department

PRATT, ELLIS CARL, A.B. 409 Cook Street
Assistant in Circulation Department

RAMAGE, MARY ALLENE, A.B., B.A. in L.S. 901 Fifth Street
In Charge of Newspapers

ROSE, ETHEL ABERNATHY, MRS., A.B. West Campus
Cataloguer

SEABOLT, RUTH, A.B. 14 Faculty Apartments, East Campus
Cataloguer

SMITH, BURKE MCGUIRE, A.B. 819 Sixth Street
Assistant in Reference Department

STARLING, MARY LEE, A.B., A.M. 813 Buchanan Road
In Charge of the Graduate Reading Room

STROUD, PEGGY ANNE, A.B. 901 Mangum Street
Secretary to the Director

TATUM, WILLIAM GILCHRIST, JR., A.B. Duke Station
Assistant in the Periodical Department

UPCHURCH, NELLIE GREY, B.A., B.S. 112 Buchanan Road
Cataloguer

WESCOTT, MARY, A.B., B.S. 1008 Monmouth Avenue
First Assistant in the Cataloguing Department

WILKERSON, LULA HUNT, MRS. 813 Buchanan Road
Secretary to the Librarian

WOODALL, EVA AVERY, A.B. 901 Fifth Street
In Charge of the Reading Room, School of Religion

WOMAN'S COLLEGE LIBRARY

GRIGGS, LILLIAN BAKER, MRS., B.A. in L.S. 1011 Dacian Avenue
Librarian

BALDWIN, GRAYSON, A.B., B.S. 904 Vickers Avenue
Chief in the Order Department

GRANT, ETTA BEALE, A.B., B.S. 1008 Monmouth Avenue
Assistant Librarian in Charge of Cataloguing

HARRISON, EVELYN JENNINGS, A.B., B.S. in L.S. — 806 Third Street
Cataloguer

MONTGOMERY, MARGARET ELIZABETH, A.B.
Chief of the Reference and Periodical Departments
205 Faculty Apartments, East Campus

RIGSBEE, CLARA WARD, A.B. — Duke University Road
Chief in the Circulation Department

SPENCE, MARY ELIZABETH, A.B. — 806 Third Street
Assistant Cataloguer

TUDOR, FRANCES, A.B. — 1107 Minerva Avenue
Assistant in Circulation Department

LAW LIBRARY

ROALFE, WILLIAM ROBERT, LL.B. — 1009 Lakewood Avenue
Librarian

COVINGTON, MARY SIMMONS, A.B., LL.B.
Research Librarian — 203 Erwin Apartments

DAY, KATHERINE, B.S. — 1010 Gloria Avenue
Assistant Cataloguer

LONG, MARIANNA, A.B., B.A. in L.S. — 1025 Monmouth Avenue
Head Cataloguer

WALKER, ANNIE CARPENTER, MRS. — 2121 West Pettigrew Street
Secretary to the Librarian

DUKE HOSPITAL LIBRARY

FARRAR, JUDITH, A.B., B.L.S.
Librarian — 117 Faculty Apartments, East Campus

UNIVERSITY CHAPEL

HICKMAN, FRANKLIN SIMPSON, A.B., A.M., S.T.B., Ph.D.
Preacher to the University — Buchanan Road

RUSSELL, ELBERT, A.B., A.M., Ph.D. — 811 Vickers Avenue
Preacher to the University

BARNES, JAMES FOSTER, A.B., A.M. — 113 Watts Street
Director of Choral Music

BREES, ANTON (1932) — West Campus
University Carillonneur

BROADHEAD, EDWARD HALL, (1933) A.B., A.M. — A. 201 Duke University
University Organist

PHYSICAL EDUCATION AND STUDENT HEALTH

SPEED, JOSEPH ANDERSON, M.D. — 913 Dacian Avenue
Director of Student Health

WADE, WALLACE, A.B. — West Campus
Director of Physical Education, Trinity College

GROUT, JULIA REBECCA, A.B., M.S.
104 Faculty Apartments, East Campus
Director of Physical Education, Woman's College

SOCIAL AND MUSICAL ACTIVITIES

ANDERSON, ELIZABETH, A.B., A.M. — Bassett House
Assistant to the Dean of the Woman's College, Head of Bassett House

BARNES, EVELYN, A.B. — Alspaugh House
Assistant Social Director of the Woman's College, Head of Alspaugh House

BARNES, JAMES FOSTER, MRS. — 113 Watts Street
Director of the Woman's College Musical Clubs

CHAMBERLAIN, HOPE SUMMERELL, MRS., Litt.D. — Pegram House
Head of Pegram House

GRIFFIN, JANET, A.B. — Aycock House
Head of Aycock House

KESTLER, MARY, A.B. — Jarvis House
Head of Jarvis House

PEMBERTON, MARY NORCOTT, MRS. — Kilgo Quadrangle, West Campus
Hostess, West Campus Union

TAYLOR, HARRIET, MRS. — Giles House
Head of Giles House

WILSON, MARY GRACE, A.B. — Brown House
Social Director of the Woman's College, Head of Brown House

SABBATICAL LEAVE

Sabbatical leave of absence to members of the Faculty is granted on the following conditions:

1. Every member of the general faculty shall be entitled to sabbatical leave after six years in the service of the University. Such leave may be taken for a full year at half salary or a half year at full salary.

2. In order to obtain a sabbatical leave written notice of the intention to take such a leave must be filed with the President of the University by November fifteenth of the academic year preceding the one in which the leave is to take effect.

3. If in exceptional cases it should develop that the granting of leave to an applicant during the year for which application was made would raise very serious difficulties detrimental to the best interests of the applicant's department or school, or to the interests of the institution as a whole; or because of questions concerning the applicant's period of service prior to the leave, the President shall appoint a committee which shall have power to decide the question of granting the sabbatical leave for the particular year under consideration. This committee shall consist of five members as follows: two members of the general faculty appointed yearly by the President, the Secretary of the University, the Dean of the school or college of which the applicant is a member, the chairman of the applicant's department, or should no such chairman exist another member of the applicant's department.

4. If this committee should decide against the granting of a sabbatical leave for the year for which the applicant applied, the applicant would be eligible for a sabbatical leave the following year or any year thereafter upon making application in due form as above.

5. After September 1, 1928, if a member of the faculty on becoming eligible for sabbatical leave does not for personal reasons apply for such leave, he does not forfeit the right to such leave, and he may count the additional years of service prior to his leave toward the six years of service necessary before he can apply for a subsequent leave. If in an exceptional case an applicant for personal reasons applies for a sabbatical leave to be effective in advance of his regular year and such leave is granted he shall not be eligible for a subsequent leave until he has served six years plus the number of years by which this leave is advanced.

6. On recommendation of the committee after leave of absence has been granted it may be postponed for urgent reasons and under conditions to be determined by the committee.

7. All those cases which have occurred in the past or which may occur in the future in which leave of absence is granted under conditions where the absentee receives full pay for a half year or half pay or more for a full year's leave of absence shall be considered as regular sabbatical leave under these regulations.

8. These regulations shall become effective as of September 1, 1928. Sabbatical leaves under these regulations shall begin with the academic year 1929-1930.

GENERAL STATEMENT

Duke University as founded by James B. Duke in 1924 and as now constituted includes Trinity College, which goes back in its origins to 1838 and continues to exist as an important part of Duke University, the Woman's College, the Graduate School of Arts and Sciences, the School of Religion, the School of Law, the School of Medicine, the School of Nursing, and the Duke Forest. This Bulletin (Catalogue Edition) deals with these various units of the University and with the Summer Schools.

BRIEF HISTORICAL SKETCH

Duke University, in so far as the Trinity College unit is concerned, dates from 1838, when Union Institute was founded in Randolph County by the Methodists and Friends. Later the institution became Normal College in 1851, this being one of the first institutions in America for the training of teachers; in 1859 the name was changed to Trinity College, and so continued at the original site in Randolph County, now known as "Old Trinity," until 1892, when Trinity College was moved to Durham. The expanded institution continued its work at Durham as Trinity College until 1924, when it became Duke University.

The change in name resulted from a provision in the Indenture of Trust, executed December 11, 1924, by James Buchanan Duke, by virtue of which a fortune was placed by him at the disposal of humanity through provisions for hospitalization, church work in the rural districts, and education, the principal feature of the latter being the provision for Duke University. With the money made available through the Indenture of Trust, subsequent donations the following year and later a bequest in the will of Mr. Duke, ample provision was made for the expansion of the institution through the purchase of additional land, the erection of commodious buildings, the purchase of equipment and the acquisition of other things that go into the making of a university. Previous to the Indenture of Trust, Mr. Duke himself, his father Mr. Washington Duke, and his brother Mr. Benjamin N. Duke had made notable contributions to Trinity College. For many years members of the Duke family had been the chief benefactors of the institution.

Coincident with the change in name from Trinity College to Duke University, a notable expansion of facilities and opportunities along many lines began. During these past ten years a number of new schools and departments have been added; the faculty has been more than trebled and the student body of Duke University, including Trinity College for Men, the College for Women, and the Graduate and Professional Schools, has grown from about 1,000 to more than 3,200 students. This does not include the enrollment of the Summer Schools.

CAMPUSES AND BUILDINGS

Duke University, consisting of the two liberal arts colleges and the graduate and professional schools, is located on two campuses of approximately 5,200 acres, the two being nearly a mile and a half apart. There are nearly fifty buildings, the architecture on the East, or Woman's College, campus being Georgian and that of the West, or University campus, of the Tudor Gothic type.

UNDERGRADUATE INSTRUCTION

(Trinity College and the Woman's College)

AND

MISCELLANEOUS INFORMATION

1934-1935

ANNOUNCEMENTS FOR 1935-1936

GENERAL STATEMENT

Duke University offers in Trinity College and the Woman's College three academic degrees for undergraduate work: bachelor of arts, bachelor of science, and bachelor of science in civil, electrical, or mechanical engineering. Ten groups of studies lead to the degree of bachelor of arts, and two groups of studies lead to the degree of bachelor of science. These groups are designated by Roman numerals in the order in which they are described. For a description of these groups, see the section below in this catalogue under the topic, "Groups of Studies for the Degree of Bachelor of Arts."

TRINITY COLLEGE

Trinity College is the undergraduate college for the men of Duke University and is situated on the West Campus along with the Graduate School of Arts and Sciences, the School of Law, the School of Medicine, and the School of Religion. The Department of Engineering is situated on the East Campus, apart from the Woman's College.

THE WOMAN'S COLLEGE OF DUKE UNIVERSITY

The Woman's College of Duke University is a college of arts and sciences within the University which provides for the instruction of undergraduate women as Trinity College provides for the instruction of undergraduate men. It is the aim of the College to make it possible for a woman to take all of her work, if she so wishes, on the woman's campus. However, all courses in the University are open to qualified women students, and they may enter courses given on the West Campus which are not given on the East.

ADMISSION TO COLLEGE

GENERAL REGULATIONS

Admission to Trinity College and to the Woman's College of Duke University is on a selective basis, dependent upon the ability, attainments, and character of the applicant. No student is admitted until the Council on Admissions has received for him a scholastic record from school or college, a certificate of vaccination and of good health, and satisfactory evidence of good character and ability.

UNITS OF ADMISSION

The academic requirements for admission are defined in terms of units. A unit of credit is allowed for a subject of study pursued throughout an academic year at an accredited secondary school, if the course has demanded five recitations a week and the prescribed amount of work has been completed satisfactorily. Credit for fifteen units is required for admission.

The subjects in which this credit may be offered and the maximum amount of credit acceptable in each subject are given in the following table:

	UNITS		UNITS
English	4	Botany	1
Latin	4	Zoölogy	1
Greek	3	General Biology	1
German	3	Physical Geography	1
French	3	General Science	1
Spanish	3	Sociology	1
Mathematics	4	Agriculture	2
History and Civics	4	Mechanical Drawing	2
Physics	1	Woodworking, Forging, and Machine Work	2
Chemistry	1	Household Economics	2
Art	1	Commercial Subjects	3
Economics	1		

For a detailed explanation of the units in the table above, see the definitions as set forth by the Southern Association of Colleges and Secondary Schools and other Regional Associations.

ADMISSION BY CERTIFICATE

Applicants able to submit certificates of proficiency from accredited schools in subjects accepted for admission to the freshman class will be admitted without examination. These certificates must be properly made out on the regular blanks furnished by the University, signed by the principal of the school from which the applicant comes, and presented before or at the opening of the academic year. The applicant must have completed the course of the school from which he comes.

At least twelve of the fifteen units required for admission must come from the following:

	UNITS		UNITS
English	3 to 4	Science	1 to 4
Mathematics	2½ to 4	Foreign Language	2 to 6
History and Social Studies	1 to 4		

These twelve units must include three in English and two and one-half in mathematics. The units in mathematics must include algebra through quadratics and plane geometry.

The three additional units necessary to make the required fifteen may come from the list above or from the larger table of units of admission.

ADMISSION BY EXAMINATION

Students who present fifteen units for admission from schools not accredited by the University, are required to validate their units by entrance examinations and such other tests as the University may prescribe.

Students who have not the required units in English or in mathematics but who are otherwise acceptable must, before admission, clear this deficiency by examinations.

ADMISSION TO ADVANCED STANDING

Students may be admitted to advanced standing from other approved institutions under the following conditions: all applicants must have fulfilled the equivalent of the requirements for admission to the freshman class, must present official certificates of all work done in other institutions, and have honorable dismissal from the institutions they previously attended.

Applicants for advanced standing should present, so far as

possible, subjects corresponding to those required at Duke University. Students admitted to advanced standing may not during their first semester elect more than the minimum number of hours required of the class which they enter except by permission of the Dean. Further, in addition to other requirements, a minimum of one full year in residence at Duke University with the satisfactory completion of at least thirty semester-hours of work approved for seniors, with an average grade of "C," is required of all candidates for the bachelor's degree.

Students enrolling for the bachelor's degree who transfer from junior colleges or from four-year colleges not affiliated with the Southern Association, or a similar regional association, are under all circumstances required to continue for at least one semester in Trinity College and in the Woman's College the foreign language they present for minimum graduation requirements.

Students who have transferred from junior colleges or from four-year colleges not affiliated with the Southern Association, or a similar regional association, must present laboratory notebooks in all science courses that are offered for advanced credit.

Students who have transferred from other colleges must, in order to make their provisional classification final, pass during their first year of residence not less than the equivalent of four year courses with an average grade of "C" or higher.

FRESHMAN WEEK

The week immediately preceding the opening of college is set aside for the induction of freshmen. During this period health examinations, psychological tests, and placement tests are given, on the basis of which freshmen are sectioned in English, mathematics, and foreign languages. The freshmen are divided into groups for instruction in the use of the library, in the regulations of the student body, and in all matters pertaining to the adjustment of the individual to a new environment. Attendance upon these exercises is required of all freshmen.

SPECIAL STUDENTS

Students of mature age may, upon approval by the Dean, be admitted as special students and allowed to enroll for such work as they are prepared to carry.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

GENERAL REGULATIONS

The requirements for the degree of bachelor of arts are designed to give the students such training in certain fundamental subjects as is essential for intelligent, educated citizens. The requirements also provide the opportunity for as wide an election as possible from courses of study which are both interesting and practically helpful in connection with vocations the students plan later to pursue.

Credit for one hundred and twenty-two semester-hours, on which an average grade of "C" must be made, is required for the degree of bachelor of arts in all groups. In addition to these requirements all candidates for the bachelor of arts must complete, with an average grade of "C" or better, physical education to the equivalent of six semester-hours. In Trinity College the physical education requirement is completed by the end of the sophomore year; in the Woman's College, by the end of the junior year.

No student is permitted to take less than fourteen semester-hours of work without special permission from the Dean; to take more than the normal load of work (fourteen to seventeen semester-hours) unless his average grade in the preceding semester is higher than "C"; or, under any conditions, to take more than nineteen semester-hours of work, exclusive of required physical education.

SPECIAL REGULATIONS

The following special rules applying to the selection of courses are authorized by the Faculty:

Candidates for the degree of bachelor of arts whose courses of study permit may elect work from the following subjects: engineering, not to exceed eighteen semester-hours; forestry, not to exceed eighteen semester-hours. The courses elected must be those approved by the Council on Undergraduate Instruction as appropriate for the bachelor of arts degree and

published in the *Bulletin of Undergraduate Instruction.* The classification of these courses, as they affect divisions of concentration and restricted electives, is left to the student's major adviser and to the Dean.

No senior may take for graduation credit any course primarily open to freshmen; and no junior may take for graduation credit more than one course primarily open to freshmen. A list of these courses is published in the *Bulletin* under "Courses of Instruction."

Not more than one course of six or eight semester-hours of credit in final fulfillment of the requirements for the degree of bachelor of arts in Duke University may be done in another institution of approved standing, and this course must first be approved by the head of the department concerned and by the Dean.

MINIMUM UNIFORM REQUIREMENTS FOR ALL GROUPS

The following requirements are authorized for all groups:

	S.H.
English Composition*	6
Natural Science**	8
Economics, History, or Political Science***	6
Foreign Language****	12-18
Religion	6

Of these minimum requirements, at least three courses, including English and foreign language, should be taken in the freshman year, and all of them, except foreign language and religion, by the end of the sophomore year.

The courses primarily open to freshmen and the courses that

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* This requirement is normally met by the completion of English 1-2. However, a freshman who satisfies the Department of English of his superior ability in composition may substitute another English course for English 1-2.

** A student who does not present for entrance an acceptable unit of science must take sixteen semester-hours of science for graduation.

*** A student who does not present for entrance two acceptable units of history (exclusive of other social science work) must take history as his required work; otherwise he may fulfill this requirement in any one of the three subjects.

**** A student must pursue a language through the equivalent of the third college year, and he must gain at least twelve hours of credit in this language in college. Thus, a freshman able to enter the second college year of a language he has pursued in secondary school may complete his language requirement in two years; and if he is able to enter the third year of that language, he must still continue it for two years in order to gain his twelve hours. If he desires to study a language in which he does not present two entrance units, he enters the first year of the language and completes his requirement in three years. However, if a freshman presents for entrance four units of Latin, he may satisfy his language requirement by taking two years of Greek instead of two years of Latin.

will satisfy the requirements in history, science, and religion are listed under "Courses of Instruction."

GROUPS OF STUDIES FOR THE DEGREE OF BACHELOR OF ARTS

GROUP I

General

This group is based on the traditional requirement for the degree of bachelor of arts. Students who choose it are required to complete the minimum uniform requirements for graduation; forty-two semester-hours in a division of concentration; eighteen semester-hours of restricted electives in the other divisions; and free elective work sufficient to complete, with an average grade of "C," the one hundred and twenty-two semester-hours necessary for graduation. The departments of instructions, for purposes of concentration, are grouped in three divisions:

Humanities: English, Fine Arts, German, Greek, Latin, Philosophy, Romance Languages.

Social Science and History: Economics, Political Science, Education, History, Religion, Sociology.

Mathematics, Psychology, and Natural Science: Biology, Chemistry, Mathematics, Physics, Psychology.

The forty-two semester-hours in the division of concentration must be distributed as follows: eighteen to twenty-four semester-hours in a major department and eighteen to twenty-four semester-hours in at least two other departments of the same division, with a minimum of six semester-hours in each department. If only eighteen hours of work is taken in the major department, this work must not include any course primarily open to freshmen.

For purposes of concentration certain courses listed in the same department are reckoned as being in different departments; namely, courses in French and Spanish. Further, a student taking his major work in English literature may count courses in English composition, dramatic technique, or public speaking as part of his restricted elective in the same division.

The eighteen semester-hours of restricted electives must be taken in one or both of the divisions not chosen for concentra-

tion, with a minimum of six semester-hours each in any two departments of these divisions.

The remaining hours necessary for graduation, after the minimum uniform requirements, the division of concentration, and the restricted electives are satisfied, are open as free electives. These hours may vary from seven to twenty-four, but with most students they will probably be fifteen to twenty-one. For this work the student may elect any courses in which he is interested, provided he may not elect more than eight semester-hours in his major department and provided he is qualified for admission to them.

GROUP II

BUSINESS ADMINISTRATION

This group is designed for students who enter college with the purpose of engaging in some form of business activity after graduation. The required work consists of the minimum uniform requirements and the courses specified below.

The following arrangement of specified courses is recommended for students electing this group:

Freshman Year: Economics A-B, Mathematics 3-4.

Sophomore Year: Economics 51-52 and 57-58.

Junior Year: Economics 143-144, 105-158 (or 171-172), Political Science 101-102, Psychology 101.

Senior Year: Economics 203-204, six additional hours of Economics approved for seniors, Business Law 181-182.

At least twelve semester-hours of the electives must be chosen from departments other than that of Economics and Business Administration.

All elective work in economics or political science must be approved in writing by some instructor offering advanced work in the department.

GROUP III

RELIGION

This group is designed for students who plan to enter the ministry or other religious work as a vocation after graduation. The required work consists of the minimum uniform requirements and the courses specified below.

The following arrangement of specified courses is recommended for students electing this group:

Freshman Year: Religion 1-2.
Sophomore Year: Religion (6 hours), Economics 51-52 or Political Science 101-102, English Literature (6 hours).
Junior Year: Religion (6 hours), Psychology* (6 hours).
Senior Year: Religion** (12 hours), Sociology (6 hours), Philosophy (6 hours).

GROUP IV

PRE-MEDICAL

This group is designed for students who intend to pursue the study of medicine after graduation from college. The required work consists of the minimum uniform requirements and the courses specified below. German, including course 107-108, is the required foreign language in this group. Any one of the elementary courses in science specified below will fulfill the minimum uniform requirement in science.

The following arrangement of specified courses is recommended for students electing this group:

Freshman Year: Chemistry 1-2, Mathematics 3-4, Zoölogy 1-2.
Sophomore Year: Chemistry 61-70 or 151-152, Physics 3-4, Zoölogy (4 hours).
Junior Year: Chemistry 151-152 (if not taken in the sophomore year), Zoölogy (4 hours recommended).
Senior Year: Laboratory Science (14 hours), Psychology (6 hours).

GROUP V

COLLEGE TEACHING

This group is designed for students who plan to do work in a graduate school and teach in college. The required work consists of the minimum uniform requirements and the work specified below:

French and German through the second year of college work. Since one of these languages may be taken through the third year of college work to satisfy the minimum uniform require-

* Three semester-hours must be in Psychology 101.
** Not more than six semester-hours of electives may be taken in the Department of Religion.

ments, only the one not taken thus must be chosen to meet the conditions of this group.

Twenty-four semester-hours of work in the major subject, exclusive of work in the subject offered primarily for freshmen; twelve semester-hours of work in related subjects approved by the student's departmental adviser; twelve semester-hours in education, philosophy, and psychology, or in any one, not including any courses in secondary or elementary school methods.

Elective work, not to be taken in the major department, sufficient to complete the one hundred and twenty-two semester-hours necessary for graduation.

At least twelve semester-hours of the work taken in the senior year must be in courses open only to seniors and graduates.

GROUP VI

PUBLIC SCHOOL TEACHING

This group is designed for two classes of students: (A) those who plan to teach in secondary schools; (B) those who plan to teach in elementary schools.

The required work consists of the minimum uniform requirements and the requirements listed under one of the classes below, according as the student expects to teach in a secondary school or in an elementary school.

CLASS A: SECONDARY SCHOOL TEACHING

Students in this class are required to take:

Eighteen semester-hours in education, of which three semester-hours may be in general psychology. The work in education must include three semester-hours in directed observation and practice teaching, three semester-hours in educational psychology, and three semester-hours in secondary education.

Six semester-hours, three each, in materials and methods, in two fields of high school teaching.

Work in the subject matter of the two subjects the student intends to teach, sufficient to satisfy the minimum requirements as listed in the table below:

English, twenty-four semester-hours, to include the six of required work in composition, six in English literature, and six in American literature.

French, eighteen semester-hours, based on the usual two units for admission.

German, Spanish, and Greek, the same requirements as for French.

History, eighteen semester-hours, including six each in American, ancient and medieval, and modern European history, and six semester-hours of economics or political science. It is recommended to prospective teachers of history and related subjects that they take elective work in sociology, geography, and at least a semester each in economics and political science.

Latin, eighteen semester-hours, based on the traditional four units for admission.

Mathematics, fifteen semester-hours.

Physical Education, twelve semester-hours.

Science, thirty semester-hours, including elementary courses in biology, chemistry, physics, and geography or geology.

A student may prepare to teach only one high-school subject by taking a major of twenty-four semester-hours in that subject (Physical Education excepted) in addition to the general required work in Class A, the required work in education and psychology, and the specifically required work in directed observation and materials and methods in the subject chosen.

Elective work sufficient to complete the one hundred and twenty-two semester-hours for graduation. It is recommended that the elective work be chosen in the two subjects the student is preparing to teach and in the division of social science, provided the total amount of work taken in any department may not exceed the total allowed in Group I.

Students who are preparing to teach are warned to read carefully the certification rules of the state in which they are going to teach and to advise fully with the Dean before electing courses in subjects they are preparing to teach. They are further warned to take their professional courses in the order outlined by the Department of Education, reserving for their senior year courses in materials and methods and in directed observation and practice teaching.

At least twelve semester-hours of the work in the senior year must be in courses open only to seniors or to seniors and graduates.

CLASS B: ELEMENTARY SCHOOL TEACHING

Students in this class conform to the general requirements of Group I. Education is treated as a major department, and the social science division as the division of concentration. In addition to the general requirements of Group I, the following specific requirements must be met:

	S.H.
English	3 or 6
American History and Government	6 or 9
Geography	6
Physical Education and Hygiene	6

These special requirements are reckoned in each case as a part of the appropriate division of concentration. The student in Class B should take Education 8 in the first semester of his freshman year and advise with the department as to an appropriate course for the spring semester. * In all other particulars his course follows the general group for the first year.

The following arrangement of courses is recommended for freshmen entering the teaching group. The work for the following years will be arranged by the Department of Education.

FRESHMAN YEAR

	S.H.
English	6
Foreign Language	6
Science	8
History or elective*	6
Education or elective**	6
	32

GROUP VII

PRE-LEGAL

This group is designed for students who expect to study law after graduation. The required work consists of the minimum uniform requirements and the courses specified below.

The following arrangement of specified courses is recommended for students electing this group:

* History is an alternate with economics in the minimum requirements when the student presents two units of history for admission.

** Students in Class B should take Education 8 the first semester and follow it with the course approved by the Department of Education the second semester; students in Class A may follow the same plan or take any of the electives authorized for the general group.

Freshman Year: History 1-2.
Sophomore Year: Economics 51-52, History 91-92.
Junior Year: Political Science 101-102, English 151-152 (3 or 6 hours), Psychology (3 or 6 hours).
Senior Year: Economics (6 hours from courses approved for seniors), History 123-124.

The electives in this group should be taken so as to conform as nearly as possible to the general plan of concentration, with economics, political science, philosophy, psychology, history, and law listed as preferred subjects. However, not more than eighteen semester-hours, in addition to required work, may be taken in any one of these subjects.

At least twelve semester-hours of the electives in the senior year must be senior-graduate courses.

GROUP VIII

Social Service

This group is designed for students who purpose after graduation to pursue studies in order to engage in practical social welfare work, such as family welfare, child welfare, public welfare, probation and parole, and similar forms of neighborhood and community work. The required work consists of the minimum uniform requirements and the courses specified below. Zoölogy is recommended for the required course in science.

The following arrangement of specified courses is recommended for students electing this group:

Freshman Year: History 1-2.
Sophomore Year: Economics 51-52, Sociology (6 hours).
Junior Year: Philosophy (6 hours), Political Science (6 hours), Psychology 101, Sociology (6 hours).
Senior Year: Economics (6 hours), Psychology (6 hours), Sociology (6 hours).

The electives should be chosen from history, economics and political science, education, sociology, philosophy, psychology, and religion, but not more than thirty-six hours may be taken in any one department.

The subjects required for the junior and senior years may be transposed according to the courses available in any particular year.

GROUP IX

Honors

The purpose of this group is to provide superior students with the opportunity for intensive and independent study in particular branches of knowledge. The basis of admission to this group is recommendation after the freshman or sophomore year. A student wishing to do honors work normally enters the general group in the freshman year. At the end of the year (in some departments at the end of the sophomore year) he may be recommended as being able to do honors work in a particular department. The student may then choose to pursue the honors course in the department recommending him and to qualify to graduate in the honors group.

The required work in the honors group consists of the minimum uniform requirements, fifty-seven semester-hours of work in the honors and related departments, and elective work sufficient to complete the semester-hours necessary for graduation in departments other than the honors department.

For a description of honors courses, together with a statement of the plan of admission to them, the student should consult the *Bulletin of Honors Courses in Duke University.*

GROUP X

Academic-Law Combination

A student in either of the liberal arts colleges of Duke University may complete in six years a combined course wherein he will have received his academic degree and also the degree of Bachelor of Laws. This arrangement is made possible under the following recommendations of the Faculty of the arts colleges:

> Students who have completed with not less than a "C" average at least 96 semester-hours of undergraduate work in the pre-legal group of studies in Duke University may on the approval of the Dean of the Undergraduate College transfer to this Law School and become eligible for the bachelor's degree on the satisfactory completion of the full twenty-six semester-hours of work of the first year class in this school.
>
> It is understood that this provision shall apply solely to eligible Duke University undergraduates, and that not less than the full first-year's work of the Law School will be acceptable for credit towards the bachelor's degree.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE

GENERAL REGULATIONS

The general regulations governing the requirements for the degree of bachelor of science are the same as those for the degree of bachelor of arts.

SPECIAL REGULATIONS

The following special rules applying to the selection of courses are authorized by the Faculty:

No senior may take for graduation credit any course primarily open to freshmen; and no junior may take for graduation credit more than one course primarily open to freshmen. A list of these courses is published in the *Bulletin* under "Courses of Instruction."

Not more than one course of six or eight semester-hours of credit in final fulfillment of the requirements for the degree of bachelor of science in Duke University may be done in another institution of approved standing, and this course must first be approved by the head of the department concerned and by the Dean.

MINIMUM UNIFORM REQUIREMENTS FOR ALL GROUPS

The following requirements are authorized for all groups:

	S.H.
English Composition*	6
Natural Science**	16
Economics, History, or Political Science***	6
French**** (second college year)	6-12
German**** (second college year)	6-12
Mathematics	6
Religion	6

* This requirement is normally met by the completion of English 1-2. However, a freshman who satisfies the Department of English of his superior ability in composition may substitute another English course for English 1-2. If a student fails to pass English 1-2 with a grade of "C" or better, he must complete three additional semester-hours of composition.

** All candidates for the degree of bachelor of science must complete eight semester-hours in each of two elementary sciences.

*** A student who does not present for entrance two acceptable units of history (exclusive of other social science work) must take history as his required work; otherwise, he may fulfill this requirement in any one of the three subjects.

**** All candidates for the degree of bachelor of science must complete at least the second year of both college French and college German or their equivalent as determined by examination.

GROUPS OF STUDIES FOR THE DEGREE OF BACHELOR OF SCIENCE

GROUP I

GENERAL

Students who choose this group are required to complete the minimum uniform requirements for graduation; forty-eight semester-hours in the division of mathematics, psychology, and natural science, of which not less than twenty-four nor more than thirty-two semester-hours may be taken in a major department; and free elective work sufficient to complete, with an average grade of "C," the one hundred and twenty-two semester-hours necessary for graduation.

The student's major work must be in botany, chemistry, forestry, mathematics, physics, psychology, or zoölogy.

Not more than eight semester-hours of free electives may be taken in the major department.

GROUP II

PRE-FORESTRY

This group of studies is designed for students who intend to pursue the study of forestry, particularly as a profession, after graduation from college. The four years are given very largely to fundamental and auxiliary subjects basic to a proper understanding of the more highly specialized work in technical forestry, which ordinarily requires two additional years. Work in technical forestry leading to the professional degrees is not now available in the University, although students who have had specialized training in technical forestry or in allied sciences may pursue graduate work in forestry leading to the master of arts and doctor of philosophy degrees (see *Bulletin on Forestry*).

A reading knowledge of French and German is essential in the prosecution of graduate study in forestry. The completion of Scientific German 107-108 is strongly recommended. A sufficient knowledge of German ought to be acquired in two years.

The required work consists of the minimum uniform requirements and the courses specified below. Specified courses in elementary science, mathematics, economics, and political science may be taken also in fulfillment of the minimum uniform requirements.

The following arrangement of specified courses is recommended for students electing this group:

Freshman Year: Botany 1-2, Engineering Drawing 1-2, Physics 1-2.

Sophomore Year: Botany 103, Botany 52, Mathematics 1-2, Chemistry 1-2, Economics 51-52.

Junior Year: Botany 151, Botany 156, Forestry 51, Forestry 154, English, 6 hours (English 53, 54, 101, 102, 103, or 104), Political Science 101-102. The minimum uniform requirement in history, when necessary, and in religion is recommended for the junior year.

Summer Field Work: 6 weeks (to include 6 semester-hours of Surveying 110-111, which is prerequisite to certain advanced courses in forestry).

Senior Year: Forestry 224, Forestry 261. Electives to complete required number of hours.

All elective courses must be selected in consultation with the Forestry Staff.

Students entering without any foreign language must take the second year of one foreign language and the first year of the other foreign language in the sophomore year.

If the student fails to present two entrance units in history, he must take history as a required subject.

GROUP III

Honors

The required work in this group consists of the minimum uniform requirements, fifty-seven semester-hours of work in the honors and related departments, and elective work sufficient to complete the semester-hours necessary for graduation in departments other than the honors department.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL, ELECTRICAL, OR MECHANICAL ENGINEERING

GENERAL STATEMENT

The studies for the degree of bachelor of science in civil, electrical, or mechanical engineering are designed for students who are preparing for civil, electrical, or mechanical engineering, as a profession, and lead to the following degrees: B.S. in C.E., B.S. in E.E., and B.S. in M.E.

Each of these degrees requires one hundred and thirty-eight semester-hours of work of which one hundred and twenty-two must be completed with an average grade of "C." Six semester-hours of electives must be taken in the department of economics and political science and six semester-hours in religion. If a foreign language is elected, it must be taken two years unless a student has sufficient entrance credits to enable him to pursue a more advanced course.

Prospective students in engineering should note that immediately after the final freshman examinations in May or June they are required to attend a three weeks' course in plane surveying given under the direction of the Summer School.

ADMISSION TO ENGINEERING COURSES

An applicant for admission to the freshman class in engineering must have completed at least fifteen units of preparatory work, partly in required and partly in elective subjects. A unit represents a year of work in a subject in an accredited secondary school, provided the work done in that subject is approximately one-fourth of the annual amount of work regularly required in the school.

At least nine and one-half of the fifteen units required for admission must come from the following:

Required Units

English	3 units
German, French, or Latin	2 units
Physics or Chemistry	1 unit
History	1 unit
*Algebra	1½ or 2 units
Plane Geometry	1 unit

Elective Units

In addition to the above required units, sufficient elective units must be offered to make a total of fifteen. It is recommended that these electives be chosen from the following list:

*Algebra (College Board "B")	½ unit
Solid Geometry	½ unit
*Trigonometry	½ unit
†German, French, Latin, Spanish, or Greek	1 to 4 units
History or Civics (not the required unit)	1 to 3 units
Physics, Chemistry, or Biology (not the required unit)	1 to 2 units

For other elective units, see the list of elective units acceptable for the A.B. degree.

GROUPS OF STUDIES FOR THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL, ELECTRICAL, OR MECHANICAL ENGINEERING

GROUP I

CIVIL ENGINEERING

Freshman Year

FIRST SEMESTER	S.H.	SECOND SEMESTER	S.H.
Chemistry 1	4	Chemistry 2	4
English	3	English	3
Mathematics 9 or 11	5	Mathematics 10 or 12	5
Drawing 1-5	3	Drawing 2-6	3
Physical Education		Physical Education	
	15		15

Three weeks of Surveying 10 in summer. Credit, 3 semester-hours.

* Examination required to validate offering.

† One elective unit in any of the above languages will be accepted for admission provided the language requirement has been satisfied without it. As many as four units will be accepted in any one of these languages.

Sophomore Year

Mathematics 55	4	Mathematics 100	4
Physics 5	5	Physics 6	5
Surveying 11	2	Mechanics 8	5
Highways 15	3	Elective (Restricted)	3
Elective (Restricted)	3	Physical Education	
Physical Education			
	17		17

Junior Year

Strength of Materials 107	4	Hydraulics 108	4
Curves and Earthwork 113	2	Curves and Earthwork 114	2
Structures 131	4	Structures 132	4
Highways 117	2	Materials 118	2
Engineering, Elective	3	Engineering, Elective	3
Elective	3	Elective	3
	18		18

Senior Year

Hydraulic Eng. 123	4	Hydraulic Eng. 124	4
Concrete 133	3	Concrete 134	3
Railroads 119	3	Railroads 120	2
Seminar 137	1	Astronomy 112	2
Electives	6	Seminar 138	1
		Electives	6
	17		18

GROUP II

ELECTRICAL ENGINEERING

Freshman Year

FIRST SEMESTER	S.H.	SECOND SEMESTER	S.H.
Chemistry 1	4	Chemistry 2	4
English	3	English	3
Mathematics 9 or 11	5	Mathematics 10 or 12	5
Drawing 1-5	3	Drawing 4-6	3
Physical Education		Physical Education	
	15		15

Three weeks of Surveying 10 in summer. Credit, 3 semester-hours.

Sophomore Year

Physics 5	5	Physics 6	5
Mathematics 55	4	Mathematics 100	4
Steam Engineering 85	2	Mechanics 8	5
Mechanism 81	2	Electrical Engineering 92	3
Electrical Engineering 91	3	Physical Education	
Physical Education			
	16		17

Junior Year

Prim. of Elec. Eng. 151	4	Prin. of Elec. Eng. 152	4
Strength of Materials 107	4	Hydraulics 108	4
Differ. Equations 231	3	Elec. Measurements 102	3
Thermodynamics 187	3	Thermodynamics 188	3
M. E. Lab. 199	1	M. E. Lab. 200	1
Elective	3	Elective	3
	18		18

Senior Year

Adv. D. C. Mach. 155	3	Alt. Cur. Machinery 258	6
Adv. Alter. Currents 257	3	Elec. Power Stations 158	3
Elec. Power Transmission 159	3	High Freq. Currents 262	3
High. Freq. Currents 261	3	Electives	6
Electives	6		
	18		18

GROUP III

MECHANICAL ENGINEERING

Freshman Year

FIRST SEMESTER	S.H.	SECOND SEMESTER	S.H.
Chemistry 1	4	Chemistry 1	4
English	3	English	3
Mathematics 9 or 11	5	Mathematics 10 or 12	5
Drawing 1-5	3	Drawing 4-6	3
Physical Education		Physical Education	
	15		15

Three weeks of Surveying 10 in summer. Credit, 3 semester-hours.

Sophomore Year

Mathematics 55	4	Mathematics 100	4
Physics 5	5	Physics 6	5
Mechanism 81	2	Mechanics 8	5
Steam Engineering 85	2	Constructive Processes 80	1
Constructive Processes 79	1	Elective (Restricted)	3
Elective (Restricted)	3	Physical Education	
Physical Education			
	17		18

Junior Year

Strength of Materials 107	4	Hydraulics 108	4
Machine Design 183	3	Machine Design 184	3
Thermodynamics 187	3	Thermodynamics 188	3
M. E. Laboratory 189	2	M. E. Laboratory 190	2
Electrical Engineering 153	3	Electrical Engineering 154	3
Elective	3	Elective	3
	18		18

Senior Year

Power Plants 191	3	Power Plants 192	3
M. E. Laboratory 193	2	M. E. Laboratory 194	2
Heating and Ventilation 195	3	Refrigeration 196	3
Inter. Combust. Engines 197	3	Aeronautics 198	3
Electives	6	Electives	6
	17		17

COURSES OF INSTRUCTION

Note: *Courses primarily for freshmen are numbered from 1 to 49; those primarily for sophomores are numbered from 50 to 99; those primarily for juniors and seniors from 100 to 199; those primarily for seniors and graduates from 200 to 299. The amount of credit for each course is given in semester-hours following the description of the course.*

Odd-numbered courses are offered in the fall semester, and even-numbered courses are offered in the spring semester. Double numbers indicate that the course is a year course and must be continued throughout the year if credit is received.

The description of courses in this General Bulletin is condensed. A full description of courses is given in the Bulletin of Undergraduate Instruction. Prospective students are advised to consult the latter bulletin.

COURSES OPEN PRIMARILY TO FRESHMEN

Botany 1-2
Chemistry 1-2
Economics A
Education 4, 8
English 1-2
Fine Arts 1-2
French 1-2, 3-4
German 1-2, 3-4
History 1-2
Hygiene 41-42
Latin 1-2, 3, 4, 15, 16, 41, 42
Mathematics 1-2, 3-4, 7, 9-10, 11-12, 16
Physics 1-2, 3-4, 5-6, 7-8
Political Science 21-22
Religion 1-2
Spanish 1-2, 3-4
Zoölogy 1-2

BOTANY

PROFESSORS BLOMQUIST, KORSTIAN, AND WOLF; ASSISTANT PROFESSORS ADDOMS AND KRAMER; MESSRS. OOSTING AND PERRY; AND ASSISTANTS

1. General Botany.—Three two-hour periods. **4 s.h.**

STAFF

2. General Botany.—Three two-hour periods. Prerequisite, Botany 1.

STAFF

51. Growth.—Prerequisite, one year of botany. **4 s.h.**

ASSISTANT PROFESSOR ADDOMS

52. Local Flora.—Prerequisite, one year of botany. **4 s.h.**

PROFESSOR BLOMQUIST

53. General Bacteriology.—Prerequisite, one year of botany or zoölogy or equivalent. **4 s.h.**

PROFESSOR WOLF

101. Principles of Heredity.—Three one-hour periods. Prerequisite, one course in biology. **3 s.h.**

DR. PERRY

103. Morphology and Anatomy of Seed Plants.—Prerequisite, one year of botany. **4 s.h.**

DR. OOSTING

151. Introductory Plant Physiology.—Prerequisite, Botany 1, 2, or equivalent; one year of chemistry recommended. **4 s.h.**

ASSISTANT PROFESSOR KRAMER

156. Plant Ecology.—Prerequisites, Botany 1, 2, and 52, or equivalents. **4 s.h.**

DR. OOSTING

202. Genetics.—Offered in alternate years. Prerequisite, one year of botany, zoölogy, or equivalent, and college algebra. **4 s.h.**

DR. PERRY

[Not offered in 1935-1936]

211. Structure and Classification of Algae.—Offered in alternate years. Prerequisite, two years of botany. **4 s.h.**

PROFESSOR BLOMQUIST

[Not offered in 1935-1936]

212. Structure and Classification of Bryophytes.—Offered in alternate years. Prerequisite, two years of botany. **4 s.h.**

PROFESSOR BLOMQUIST

[Not offered in 1935-1936]

213. Structure and Classification of Pteridophytes.—Offered in alternate years. Prerequisites, two years of botany. **4 s.h.**

PROFESSOR BLOMQUIST

216. Botanical Microtechnique.—Prerequisite, three semesters of botany. **4 s.h.**

PROFESSOR BLOMQUIST

221. Structure and Classification of Fungi.—Offered in alternate years. Prerequisite, two years of botany. **4 s.h.**

PROFESSOR WOLF

223. Diseases of Plants.—Offered in alternate years. Prerequisites, Botany 1, 2, and 52. **4 s.h.**

PROFESSOR WOLF

[Not offered in 1935-1936]

225-226. Special Problems.—Credits to be arranged.

STAFF

252. Advanced Plant Physiology.—Prerequisite, Botany 151 or equivalent; organic chemistry recommended. **4 s.h.**

ASSISTANT PROFESSOR KRAMER

256. Field Ecology.—Prerequisites, Botany 1, 2, and 52, or equivalent. **4 s.h.**

DR. OOSTING

FOREST BOTANY

154. Forest Tree Characteristics and Identification.—Prerequisite, one year of botany. **4 s.h.**

PROFESSOR KORSTIAN

224. Forest Pathology.—Offered in alternate years. Prerequisites, Botany 1, 2, and 154. **4 s.h.**

PROFESSOR WOLF

254. Dendrology.—Prerequisite, two years of botany. **4 s.h.**

PROFESSOR KORSTIAN

CHEMISTRY

PROFESSORS GROSS, VOSBURGH AND WILSON; ASSOCIATE PROFESSOR BIGELOW; ASSISTANT PROFESSORS HAUSER AND SAYLOR; MISSES BROWN AND DAVIS, MESSRS. HILL, HOBBS; AND ASSISTANTS

1-2. General Inorganic Chemistry.—8 s.h.

PROFESSOR WILSON AND DR. HILL WITH PROFESSOR GROSS; ASSISTANT PROFESSORS HAUSER AND SAYLOR; DRS. BROWN AND DAVIS; MESSRS. BATES, CLAYTON, HENDRIXSON, JORDAN, AND SIGMON

61. Qualitative Analysis.—Prerequisite, Chemistry 1-2. **4 s.h.**

PROFESSOR VOSBURGH; ASSISTANT PROFESSOR SAYLOR; DR. DAVIS; MESSRS. BATES, HOBBS, JACOKES, RINTELEN, AND WHITENFISH

70. Quantitative Analysis.—Prerequisite, Chemistry 61. Analytic geometry and college physics are desirable but not required. **4 s.h.**

PROFESSOR VOSBURGH; ASSISTANT PROFESSOR SAYLOR; DR. DAVIS; MESSRS. HOBBS, JACOKES, RINTELEN, AND WHITENFISH

81. Household Chemistry.—(If called for.) **3 s.h.**

PROFESSOR WILSON

142. Food and Nutrition.—3 s.h.

PROFESSOR WILSON

151-152. Organic Chemistry.—Prerequisites, Chemistry 61 and 70 unless specifically excused by the Department. Course 151 is prerequisite for 152. **8 s.h.**

ASSOCIATE PROFESSOR BIGELOW; ASSISTANT PROFESSOR HAUSER; DRS. BROWN AND DAVIS; MR. MILLER

215-216. Advanced Inorganic Chemistry.—Prerequisite, Chemistry 1-2, 61, 70, and 151-152. Chemistry 261-262, advanced physics, and ability to read German are desirable. **6 s.h.**

PROFESSOR VOSBURGH AND DR. HILL

231. Instrumental Analysis.—Prerequisite, Chemistry 70. Laboratory physics is desirable. **3 s.h.**

PROFESSOR VOSBURGH AND ASSISTANT PROFESSOR SAYLOR

232. Advanced Quantitative Analysis.—Prerequisites, Chemistry 70 and 151-152. **3 s.h.**

PROFESSOR VOSBURGH; ASSOCIATE PROFESSOR BIGELOW, AND DR. BROWN

241. Physiological Chemistry.—Prerequisites, Chemistry 70 and 151-152. Course 261-262 is desirable though not required. **4 s.h.**

PROFESSOR WILSON AND MR. JORDAN

242. Metabolism.—4 s.h.

PROFESSOR WILSON AND MR. JORDAN

253-254. Advanced Organic Chemistry.—Prerequisites, Chemistry 151-152 or equivalent and a reading knowledge of German. **8 s.h.**

ASSOCIATE PROFESSOR BIGELOW; ASSISTANT PROFESSOR HAUSER; DR. BROWN

260. Colloid Chemistry.—Prerequisites, Chemistry 151-152 and 261. **3 s.h.**

PROFESSOR VOSBURGH AND ASSISTANT PROFESSOR SAYLOR

261-262. Physical and Electro Chemistry.—Prerequisites, Chemistry 70, 151-152, college physics, and college algebra. Calculus is desirable but is not required. **6 s.h.**

PROFESSOR GROSS AND ASSISTANT PROFESSOR SAYLOR

271. Introduction to Research.—One lecture. **1 s.h.**

PROFESSORS GROSS AND VOSBURGH; ASSOCIATE PROFESSOR BIGELOW

273-274. Seminar.—2 s.h.

PROFESSORS GROSS AND VOSBURGH; ASSOCIATE PROFESSOR BIGELOW; ASSISTANT PROFESSORS HAUSER AND SAYLOR; DRS. BROWN AND HILL

275-276. Research.—3 or 6 s.h.

PROFESSORS GROSS, VOSBURGH AND WILSON; ASSOCIATE PROFESSOR BIGELOW; ASSISTANT PROFESSORS HAUSER AND SAYLOR; DRS. BROWN AND HILL

ECONOMICS AND BUSINESS ADMINISTRATION

PROFESSORS GLASSON, BECKERATH, HAMILTON, AND HOOVER; ASSOCIATE PROFESSOR SPENGLER; ASSISTANT PROFESSORS LANDON, ROBERTS, RATCHFORD, SCOTT, SHIELDS, AND TOWE; MESSRS. BLACK, CARNEY, DELAPLANE, FARIOLETTI, GARNER, HARRISON, KEECH, LAYTON, LEMERT, NICHOL, AND SMITH

A-B. Modern Industry: Economic Geography.—6 s.h.

ASSISTANT PROFESSOR LANDON, DRS. LEMERT AND NICHOL, MR. CARNEY

51-52. Principles of Economics.—Old number 1. **6 s.h.**

PROFESSORS HOOVER AND HAMILTON; ASSOCIATE PROFESSOR SPENGLER; ASSISTANT PROFESSORS ROBERTS AND SCOTT; DRS. DELAPLANE, NICHOL, AND SMITH; MESSRS. FARIOLETTI, GARNER, AND KEECH

103. Transportation.—3 s.h.

ASSISTANT PROFESSOR LANDON

105. Industrial Management and Business Forecasting.—3 s.h.

ASSISTANT PROFESSOR SCOTT AND MR. KEECH

115. Economic Geography: Teachers' Course.—3 s.h.

DR. LEMERT

116. Economic Geography and Industrial Organization.—Prerequisite, course 115. **3 s.h.**

DR. LEMERT

118. Economic Geography of the Southern States.— Prerequisites, Economics A, Economic Geography 115, or with the consent of the instructor. **3 s.h.**

DR. LEMERT

137-138. Business Statistics.—6 s.h.

DRS. NICHOL AND SMITH

143-144. Corporation Finance and Investment.—Prerequisite, course 51-52. **6 s.h.**

ASSISTANT PROFESSOR RATCHFORD; DRS. SMITH AND DELAPLANE

158. Insurance.—3 s.h.

ASSISTANT PROFESSOR SCOTT AND MR. KEECH

168. Marketing.—3 s.h.

ASSISTANT PROFESSOR LANDON

169. Economics of Consumption.—3 s.h.

ASSOCIATE PROFESSOR SPENGLER

181-182. Business Law.—Old number 178. **6 s.h.**

ASSISTANT PROFESSOR TOWE

203-204. Money, Banking, and Credit.—6 s.h.

PROFESSOR GLASSON AND ASSISTANT PROFESSOR RATCHFORD

211-212. History of Political Economy.—Old number 210. **6 s.h.**

PROFESSOR HAMILTON

213-214. Advanced Economic Theory.—Old number 212. **6 s.h.**

PROFESSOR HOOVER AND ASSOCIATE PROFESSOR SPENGLER

215. Economic Systems.—Old number 214. **3 s.h.**

PROFESSOR HOOVER AND ASSOCIATE PROFESSOR SPENGLER

216. Economic Functions of the State.—Old number 215. **3 s.h.**

PROFESSOR HOOVER

217. Economic Stabilization.—3 s.h.
ASSOCIATE PROFESSOR SPENGLER
[Not offered in 1935-1936]

218. Population Problems and the Standard of Living.—3 s.h.
ASSOCIATE PROFESSOR SPENGLER

231. The Economic History of England.—3 s.h.
ASSISTANT PROFESSOR ROBERTS

232. Economic History of the United States.—3 s.h.
ASSISTANT PROFESSOR ROBERTS

236. Public Finance.—3 s.h.
ASSISTANT PROFESSOR RATCHFORD

237. American Federal Finance.—3 s.h.
[Not offered in 1935-1936]

239. Price Theory and History.—3 s.h.
PROFESSOR HAMILTON

240. Modern Schools of Economic Thought.—3 s.h.
PROFESSOR HAMILTON

253. Trade Unionism and Labor Problems.—3 s.h.
ASSISTANT PROFESSOR SCOTT

254. Industrial Relations.—Course 253 is a prerequisite. Old number 255. **3 s.h.**
[Not offered in 1935-1936]

255. Labor Administration.—Old number 256. **3 s.h.**
[Not offered in 1935-1936]

256. Labor Legislation.—Old number 257. **3 s.h.**
ASSISTANT PROFESSOR SCOTT

265. International Trade and Tariff Policies.—3 s.h.
ASSISTANT PROFESSOR ROBERTS

266. International Finance.—3 s.h.
ASSISTANT PROFESSOR ROBERTS

267-268. Business History.—4 s.h.
PROFESSOR HAMILTON
[Not offered in 1935-1936]

ACCOUNTANCY

57-58. First-Year Accounting.—Old number 7. **6 s.h.**
ASSISTANT PROFESSOR SHIELDS; MESSRS. BLACK, KEECH, GARNER, AND HARDIN

171-172. Second-Year Accounting.—6 s.h.
ASSISTANT PROFESSOR SHIELDS

173-174. Auditing, Theory and Practice.—Old number 173. **6 s.h.**
MR. BLACK

175-176. C. P. A. Review.—Old number 174. **6 s.h.**
MR. BLACK

177. Income-Tax Accounting.—Old number 176. **3 s.h.**
ASSISTANT PROFESSOR SHIELDS

178. Modern Accounting Systems.—Old number 177. **3 s.h.**
ASSISTANT PROFESSOR SHIELDS

275-276. Advanced Industrial Accounting and Management.—Old number 275. **6 s.h.**
Courses 57-58 and 105 are ordinarily prerequisites for this course.
MR. BLACK
[Not offered in 1935-1936]

EDUCATION

PROFESSORS HOLTON, BROWNELL, CHILDS, AND PROCTOR; ASSOCIATE PROFESSOR CARR; ASSISTANT PROFESSOR EASLEY; MRS. SMITH, MESSRS. GODARD AND PULLIAS; AND ASSISTANTS

1. Orientation Course in Study and Study Habits.—3 s.h.
ASSISTANT PROFESSOR EASLEY; MESSRS. GODARD AND PULLIAS

4. Introductory Course in History of Education.—3 s.h.
PROFESSOR HOLTON, ASSOCIATE PROFESSOR CARR, AND MR. GODARD

8. The Learning Process.—3 s.h.
ASSISTANT PROFESSOR EASLEY AND MESSRS. GODARD AND PULLIAS

54. Introductory Course in History of Education.—3 s.h.
PROFESSOR HOLTON

58. The Learning Process.—3 s.h.
PROFESSOR BROWNELL AND ASSISTANT PROFESSOR EASLEY

68. Mental Hygiene of the School Child.—3 s.h.
ASSISTANT PROFESSOR EASLEY

83. Current Trends in American Public-School Organization.—3 s.h.
PROFESSOR PROCTOR

101. Introduction to Teaching.—Old number 61. **3 s.h.**
ASSOCIATE PROFESSOR CARR

103. School Organization and Administration for the Classroom Teacher.—3 s.h.
PROFESSOR PROCTOR

104. History of Education in the United States.—3 s.h.
PROFESSOR HOLTON

[Not offered in 1935-1936]

105. Introduction to Educational Sociology.—3 s.h.
PROFESSOR CHILDS

106. Principles of Secondary Education.—3 s.h.
PROFESSOR CHILDS

[Not offered in 1935-1936]

112. Methods of Teaching and Presentation of Subject-Matter in the Primary School.—Prerequisite, course 101. **4 s.h.**
ASSOCIATE PROFESSOR CARR

[Not offered in 1935-1936]

A. Public-School Drawing.—*(3 points professional credit only.)*
MRS. MASON

B. Industrial Art in the Public School.— *(3 points professional credit only.)*
MRS. MASON

[Not offered in 1935-1936]

C. Public-School Music.—*(3 points professional credit only.)*
MRS. TWADDELL

[Not offered in 1935-1936]

115-116. Secondary Education: Principles and Practice.—6 or 8 s.h.
PROFESSOR CHILDS AND STAFF

118. Educational Implications of Genetic Psychology.—*First semester.* **3 s.h.**
PROFESSOR BROWNELL

[Not offered in 1935-1936]

122. Methods of Teaching and Presentation of Subject-Matter in the Grammar Grades.—Prerequisite, course 101. **4 s.h.**
ASSOCIATE PROFESSOR CARR

131. Observation and Practice-Teaching.—1 s.h.
ASSOCIATE PROFESSOR CARR

136. The Teaching of High-School English.—3 s.h
ASSISTANT PROFESSOR A. C. JORDAN

142. Children's Literature.—3 s.h.
ASSOCIATE PROFESSOR CARR

155. The Teaching of Secondary-School Latin.—3 s.h.
PROFESSOR ROSBOROUGH OR PROFESSOR ANDERSON

170. The Social and Economic Position of Women.—2 s.h.
MRS. SMITH

176. Materials and Methods in High-School Science.—Prerequisite, at least eighteen hours of science in college. **3 s.h.**

PROFESSOR CHILDS

[Not offered in 1935-1936]

200. Introduction to the Philosophy of Education.—3 s.h.

PROFESSOR HOLTON

[Not offered in 1935-1936]

206. Sociological Foundations of the Secondary-School Subjects.—Prerequisite, six semester-hours in education, including course 105. **3 s.h.**

PROFESSOR CHILDS

[Not offered in 1935-1936]

207. Technique of Teaching.—3 s.h.

ASSOCIATE PROFESSOR CARR

[Not offered in 1935-1936]

208. Mental Tests and Applications.—Prerequisite, course 258, or six semester-hours of other work in educational psychology or psychology. **3 s.h.**

ASSISTANT PROFESSOR EASLEY

209. Statistical Methods Applied to Education.—3 s.h.

ASSISTANT PROFESSOR EASLEY

212. Psychology of the Elementary School Subjects.—3 s.h.

ASSOCIATE PROFESSOR CARR

214. History of Education in the United States.—3 s.h.

PROFESSOR HOLTON

[Not offered in 1935-1936]

215. Principles of Educational and Vocational Guidance.—Prerequisite, six semester-hours in educational sociology, preferably courses 105 and 206. **3 s.h.**

PROFESSOR CHILDS

[Not offered in 1935-1936]

216. Psychological Principles of Secondary Education.—3 s.h.

PROFESSOR CHILDS

[Not offered in 1935-1936]

218. Educational Implications of Genetic Psychology.—Prerequisite, six semester-hours of psychology or educational psychology. **3 s.h.**

PROFESSOR BROWNELL

219. Experimental Education.—3 s.h.

PROFESSOR BROWNELL

222. The Curriculum and Materials of the Elementary Grades.—3 s.h.

ASSOCIATE PROFESSOR CARR

224. Current Problems in Public Education as Revealed through School Surveys.—3 s.h.

PROFESSOR HOLTON

[Not offered in 1935-1936]

225. The Teaching of High-School History.—3 s.h.

ASSOCIATE PROFESSOR SHRYOCK AND DR. MANCHESTER

227. The Psychology of Learning: Problems.—3 s.h.

ASSISTANT PROFESSOR EASLEY

228. The Psychology of Learning: Theoretical and Experimental.—Prerequisite, 227 or its equivalent. **3 s.h.**

ASSISTANT PROFESSOR EASLEY

[Not offered in 1935-1936]

232. Elementary-School Supervision.—3 s.h.

ASSOCIATE PROFESSOR CARR

[Not offered in 1935-1936]

233. Administrative Pupil-Accounting.—3 s.h.

PROFESSOR PROCTOR

234. Secondary-School Organization and Administration.—3 s.h.

PROFESSOR PROCTOR

237. Investigations in Reading.—3 s.h.

ASSOCIATE PROFESSOR CARR

244. Studies in the Historical Development of Public-School Administration. 3 s.h.

PROFESSOR HOLTON

[Not offered in 1935-1936]

246. The Teaching of Mathematics.—3 s.h.

PROFESSOR RANKIN

247. Investigations in Arithmetic.—3 s.h.

PROFESSOR BROWNELL

253. Legal Phases of School Administration.—3 s.h.

PROFESSOR HOLTON

[Not offered in 1935-1936]

254. History of Secondary Education in the United States.—3 s.h.

PROFESSOR PROCTOR

258. Educational Measurements.—Prerequisite, twelve semester-hours in the department, including a course in educational psychology. **3 s.h.**

PROFESSOR BROWNELL

264. Recent Movements in American Education.—3 s.h.

PROFESSOR HOLTON

266. The Teaching of High-School French.—3 s.h.

PROFESSOR WEBB

294. Comparative Education: Recent Movements in European Educational Systems.—3 s.h.

ASSOCIATE PROFESSOR CARR

CIVIL AND MECHANICAL ENGINEERING

ASBURY, BIVINS, AND BRANSON BUILDINGS

PROFESSORS BIRD, HALL, AND WILBUR; MESSRS. LEWIS AND MATTHEWS

DRAWING

1. Engineering Drawing.—2 s.h.

STAFF

2. Engineering Drawing.—Prerequisite, course 1. **2 s.h.**

STAFF

4. Engineering Drawing.—Prerequisite, course 1. **2 s.h.**

STAFF

5-6. Descriptive Geometry.—2 s.h.

STAFF

MECHANICS

8. Mechanics.—Prerequisites, course 1 and Mathematics 55. **5 s.h.**

PROFESSOR BIRD AND MR. LEWIS

107. Strength of Materials.—Prerequisite, course 8. **4 s.h.**

PROFESSOR BIRD AND MR. LEWIS

108. Hydraulics.—Prerequisite, course 8. **4 s.h.**

PROFESSOR HALL

CIVIL ENGINEERING

10. Plane Surveying.—Prerequisite, course 1. Trigonometry. **3 s.h.**
For fee of this course, see the *Bulletin of the Summer Schools.*

PROFESSORS BIRD AND HALL; MR. LEWIS

11. Higher Surveying.—Prerequisite, course 10. **2 s.h.**

PROFESSOR HALL

110. Plane Surveying.— Prerequisite, Engineering Drawing and Trigonometry. **3 s.h.**

PROFESSORS BIRD AND HALL; MR. LEWIS

111. Higher Surveying.—Prerequisite, course 10 or 110. **3 s.h.**

PROFESSOR BIRD OR HALL

[Not offered in 1935]

112. Field Astronomy.—Prerequisite, course 11. **2 s.h.**

PROFESSOR HALL

113-114. Curves and Earthwork.—Prerequisite, course 10. **4 s.h.**
PROFESSOR HALL

15. Highway Engineering.—3 s.h.
PROFESSOR HALL

117. Highway Engineering.—Prerequisite, course 115. **2 s.h.**
PROFESSOR HALL

118. Materials of Engineering.—2 or 3 s.h.
MR. LEWIS

119-120. Railroad Engineering.—Prerequisite, course 113-114. **5 s.h.**
PROFESSOR BIRD

123-124. Hydraulic Engineering.—8 s.h.
PROFESSOR HALL

131. Steel Structures—Stresses.—Prerequisite, course 8. **4 s.h.**
PROFESSOR BIRD

[Not offered in 1935-1936]

132. Steel Structures—Design.—Prerequisites, courses 107 and 131. **4 s.h.**
PROFESSOR BIRD

[Not offered in 1935-1936]

133. Reinforced Concrete.—Prerequisite, course 107. **3 s.h.**
PROFESSOR BIRD

[Offered in alternate years]

134. Masonry Structures.—Prerequisites, courses 107 and 133. **3 s.h.**
PROFESSOR BIRD

[Offered in alternate years]

137-138. Seminar.—2 s.h.
PROFESSORS BIRD AND HALL

[Offered in alternate years]

142. Engineering Geology.—3 s.h.

E.240. Indeterminate Structures.—Prerequisites, course 131 and ability to read French or German. **3 s.h.**
PROFESSOR BIRD

143-144. Projects in Civil-Mechanical Engineering.—3 s.h.
PROFESSORS BIRD, HALL, AND WILBUR

MECHANICAL ENGINEERING

79-80. Constructive Processes.—Prerequisite, 4. **2 s.h.**
PROFESSOR WILBUR AND MR. MATHEWS

81. Mechanism.—Prerequisite, 4. **2 s.h.**
PROFESSOR WILBUR

85. Steam Engineering.—2 s.h.

MR. MATHEWS

183-184. Machine Design.—Prerequisites, 8, 81, and 107 (or concurrent). **6 s.h.**

PROFESSOR WILBUR

187-188. Engineering Thermodynamics.—Prerequisite, 85, Math. 100. **6 s.h.**

PROFESSOR WILBUR AND MR. MATHEWS

189-190. Junior Mechanical Engineering Laboratory.—(Concurrent with 187-188.) **4 s.h.**

PROFESSOR WILBUR AND MR. MATHEWS

199-200. Junior Mechanical Engineering Laboratory.—2 s.h.

PROFESSOR WILBUR AND MR. MATHEWS

191. Power Plants.—Prerequisites, Math. 100 and courses 188 and 189. **3 s.h.**

MR. MATHEWS

192. Power Plant Calculations.—Prerequisite, course 191. **3 s.h.**

PROFESSOR WILBUR

193-194. Senior Mechanical Engineering Laboratory.—Prerequisite, course 191 concurrently. **4 s.h.**

PROFESSOR WILBUR AND MR. MATHEWS

195. Heating and Ventilating.—3 s.h.

PROFESSOR BIRD

196. Refrigeration.—Prerequisites, courses 188 and 190 or 200. **3 s.h.**

MR. MATHEWS

197. Internal Combustion Engines.—Prerequisites, courses 188 and 190 or 200. **3 s.h.**

PROFESSOR WILBUR

198. Aeronautics.—Prerequisite, course 184. **3 s.h.**

MR. MATHEWS

ELECTRICAL ENGINEERING

ASBURY BUILDING

PROFESSOR SEELEY; MESSRS. MEIER AND RANSON

91-92. Survey of Electrical Engineering.—Prerequisites, freshman mathematics and concurrent physics. **6 s.h.**

PROFESSOR SEELEY AND STAFF

151-152. Principles of Electrical Engineering.—Prerequisites, Physics 61-62, Mathematics 55, 100, and 231 (taken concurrently). **8 s.h.**

PROFESSOR SEELEY AND MR. RANSON

153-154. Principles of Electrical Engineering.—Prerequisite, Physics 61-62. **6 s.h.**

MR. MEIER

155. Principles of Electrical Engineering: Advanced Direct-Current Machinery.—Prerequisites, courses 151-152 and Mathematics 55 and 100. **3 s.h.**

MR. MEIER

156. Electric Railways.—Prerequisites, courses 151-152 and 155. **3 s.h.**

MR. RANSON

158. Electric-Power Stations.—Prerequisites, courses 151-152 and 187-188. **3 s.h.**

MR. RANSON

159. Electric-Power Transmission.—Concurrent with course 257. Prerequisite, course 151-152. **3 s.h.**

PROFESSOR SEELEY

257. Principles of Electrical Engineering: Advanced Alternating Currents.—Prerequisites, course 151-152 and Mathematics 55, 100, and 231. **3 s.h.**

MR. MEIER

258. Principles of Electrical Engineering: Advanced Alternating Current Machinery.—Prerequisite, course 257. **6 s.h.**

MR. MEIER

261-262. High-Frequency Alternating Currents.—Prerequisite, Mathematics 231. **6 s.h.**

PROFESSOR SEELEY

263-264. Mathematical Analysis of Electrical Circuits.—Elective. Prerequisites, course 151-152 and Mathematics 231. **6 s.h.**

PROFESSOR SEELEY

E.265-266. Projects in Electrical Engineering.—Elective. **6 s.h.**

PROFESSOR SEELEY AND STAFF

ENGLISH

PROFESSORS BROWN, BAUM, GILBERT, GREENE, HUBBELL, AND WHITE;* ASSOCIATE PROFESSORS GOHDES AND MITCHELL; ASSISTANT PROFESSORS BLACKBURN, HERRING, JORDAN, PATTON, SUGDEN, AND VANCE; MRS. WHITE;* MESSRS. ANDERSON, FITZGERALD, GREGORY, HARWELL, WARD,* WEST, MISS POTEAT; AND ASSISTANTS

1-2. English Composition.—6 s.h.

ASSOCIATE PROFESSOR MITCHELL; ASSISTANT PROFESSORS PATTON, BLACKBURN, SUGDEN, AND VANCE; MESSRS. GREGORY, WARD, ANDERSON, AND FITZGERALD; MRS. WHITE

* Absent on leave, 1935-1936.

4. English Poetry and Writing.—3 s.h.
ASSOCIATE PROFESSOR MITCHELL; ASSISTANT PROFESSORS PATTON, SUGDEN AND VANCE; MESSRS. GREGORY, WARD, ANDERSON, AND MRS. WHITE

53. English Composition.—3 s.h.
ASSISTANT PROFESSOR JORDAN

54. Composition.—3 s.h. (E)
ASSISTANT PROFESSOR JORDAN

†55-56. Prose Masterpieces.—6 s.h.
ASSISTANT PROFESSORS VANCE AND BLACKBURN

†57-58. Prose Literature.—For candidates for honors. **6 s.h.**
ASSISTANT PROFESSOR PATTON

†59-60. Contemporary Literature.—6 s.h.
MRS. WHITE

†59-60. Contemporary Literature.—6 s.h.
PROFESSOR HUBBELL

†63-64. A Survey of English Poetry.—6 s.h.
ASSOCIATE PROFESSOR GOHDES; ASSISTANT PROFESSORS PATTON AND SUGDEN

101-102. Composition.—6 s.h.
ASSOCIATE PROFESSOR MITCHELL

103-104. Composition.—6 s.h.
ASSISTANT PROFESSOR BLACKBURN

105-106. Play-Writing.—6 s.h.
MR. WEST

107-108. Journalism.—6 s.h.
ASSISTANT PROFESSOR SUGDEN

119-120. History of the Theater.—6 s.h.
MR. WEST

121-122. Play-Production.—6 s.h.
MR. WEST

123-124. Shakespeare.—6 s.h.
PROFESSOR BROWN

125-126. English Literature, 1798-1832.—6 s.h.
PROFESSOR WHITE

[(W) section not offered in 1935-1936]

† Courses 55-56, 57-58, 59-60, and 63-64 are open only to sophomores and juniors. A student may not receive credit for 55-56 and 57-58.

127-128. English Literature, 1832-1900.—6 s.h.

PROFESSOR GREENE

[Not offered in 1935-1936]

129-130. The History of the Novel in England.—6 s.h.

ASSISTANT PROFESSOR VANCE

PROFESSOR HUBBELL

131. The Drama, 1770-1892.—3 s.h.

[Not offered in 1935-1936]

133. Contemporary Poetry and Verse-Writing.—3 s.h.

PROFESSOR WHITE

[Not offered in 1935-1936]

134. Contemporary Poetry and Verse-Writing.—Prerequisite, English 133. **3 s.h.**

PROFESSOR WHITE

[Not offered in 1935-1936]

135-136. Critical Study of Literary Masterpieces.—6 s.h.

PROFESSOR BAUM

[Not offered in 1935-1936]

137-138. American Literature.—6 s.h.

PROFESSOR HUBBELL AND ASSOCIATE PROFESSOR GOHDES

139-140. The Speaking Voice.—6 s.h.

MR. WEST

142. Materials and Methods in High-School English.—3 s.h.

ASSISTANT PROFESSOR JORDAN

143-144. English Literature, 1550-1660.—6 s.h.

PROFESSOR GREENE

145-146. English Literature, 1832-1900.—6 s.h.

PROFESSOR GREENE

201-202. Anglo-Saxon.—6 s.h.

PROFESSOR BROWN

203-204. Chaucer.—6 s.h.

PROFESSOR BAUM

205-206. Middle English.—6 s.h.

PROFESSOR BAUM

207-208. English Literature, 1400-1550.—6 s.h.

PROFESSOR BAUM

[Not offered in 1935-1936]

209-210. English Romances.—6 s.h.

PROFESSOR BROWN

[Not offered in 1935-1936]

213-214. The Ballad and Other Folk-Lore.—6 s.h.

PROFESSOR BROWN

215-216. The Drama of the Elizabethan Period.—6 s.h.

PROFESSOR GILBERT

217-218. Spenser and Milton.—6 s.h.

PROFESSOR GILBERT

219-220. English Literature, 1660-1798.—6 s.h.

PROFESSOR WHITE

[Not offered in 1935-1936]

221. The Drama in England, 1640-1770.—3 s.h.

PROFESSOR BAUM

[Not offered in 1935-1936]

225-226. Studies in Victorian Literature.—6 s.h.

PROFESSOR BAUM

227-228. Literary Criticism.—6 s.h.

PROFESSOR GILBERT

229-230. American Literature, 1800-1870.—6 s.h.

PROFESSOR HUBBELL

[Not offered in 1935-1936]

231-232. Special Studies in American Authors.—6 s.h.

ASSOCIATE PROFESSOR GOHDES

[Not offered in 1935-1936]

233-234. American Literature since 1870.—6 s.h.

ASSOCIATE PROFESSOR GOHDES

ARGUMENTATION AND PUBLIC SPEAKING

FOR SOPHOMORES, JUNIORS, AND SENIORS

151. Public Speaking.—3 s.h.

ASSISTANT PROFESSOR HERRING

152. Argumentation.—3 s.h.

ASSISTANT PROFESSOR HERRING

FINE ARTS

MISS HALL AND MISS GILMORE

1-2. History of Art.—6 s.h.

MISS HALL

51-52. History of Art.—6 s.h.

MISS GILMORE

53-54. Theory of Representation and Design.—4 s.h.

MISS GILMORE AND MISS HALL

101. Introduction to Medieval Art.—3 s.h.

MISS HALL

102. Development of Gothic Art.—3 s.h.

MISS HALL

103. Architecture of the Renaissance.—3 s.h.

MISS HALL

[Not offered in 1935-1936]

104. Modern Architecture.—3 s.h.

MISS HALL

[Not offered in 1935-1936]

107. Art of the Italian Renaissance.—3 s.h.

MISS GILMORE

[Not offered in 1935-1936]

108. Art of the Northern Renaissance.—3 s.h.

MISS GILMORE

[Not offered in 1935-1936]

109. Seventeenth-Century Painting.—3 s.h.

MISS GILMORE

110. Impressionism.—3 s.h.

MISS GILMORE

COURSES OFFERED IN OTHER DEPARTMENTS RELATING TO THIS FIELD

English 121-122. Play-Production.

Greek 141-142. Greek Art.

Greek 243. Athenian Topography.

Greek 244. Greek Epigraphy.

Greek 247-248. Greek Archaeology.

Latin 115. Architecture of Ancient Rome.

Latin 215. Introduction to Roman Art and Archaeology.

Latin 216. Topography and Monuments of Ancient Rome.

Music 111-112. Harmony.

Music 63. History of Music to Beethoven.

Music 64. History of Music from Beethoven to the Present.

Philosophy 201-202. The Philosophy of Art.

Philosophy 213-214. History of Aesthetics.

Psychology 202. Psychology of Aesthetics.

FORESTRY

PROFESSORS KORSTIAN AND WOLF; ASSISTANT PROFESSOR MAUGHAN, AND MR. COILE

51. Principles of Forestry.—3 s.h.

ASSISTANT PROFESSOR MAUGHAN

154. Forest Tree Characteristics and Identification.—Prerequisite, one year botany. **4 s.h.**

PROFESSOR KORSTIAN

224. Forest Pathology.—Prerequisites, Botany 1, 2 and Forestry 154 or equivalent. **4 s.h.**

PROFESSOR WOLF

254. Dendrology.—Prerequisite, two years of botany or forestry. **4 s.h.**

PROFESSOR KORSTIAN

261. Introduction to Forest Soils.—4 s.h.

PROFESSOR KORSTIAN AND MR. COILE

GERMAN LANGUAGE AND LITERATURE

PROFESSORS VOLLMER, KRUMMEL, AND WANNAMAKER; ASSISTANT PROFESSOR WILSON; MESSRS. SHEARS, MAXWELL, AND WRIGHT

COURSES OFFERED IN 1935-1936

1-2. Elementary German.—6 s.h.

ASSISTANT PROFESSOR WILSON; DRS. SHEARS, AND MAXWELL

3-4. Intermediate German.—6 s.h.

PROFESSOR KRUMMEL, ASSISTANT PROFESSOR WILSON; DRS. SHEARS, AND MAXWELL

101-102. Elementary German.—For juniors and seniors only. **6 s.h.**

103-104. Intermediate German.—For juniors and seniors only. **6 s.h.**

107. Scientific German.—3 s.h.

PROFESSOR WANNAMAKER

108. Advanced Scientific and Medical German.—3 s.h.

PROFESSOR WANNAMAKER

109-110. German Prose Fiction.—6 s.h.

PROFESSOR KRUMMEL

[Not offered in 1935-1936]

111-112. Introduction to the Classic Drama.—6 s.h.

ASSISTANT PROFESSOR WILSON

113-114. Masterpieces of German Prose.—6 s.h.

ASSISTANT PROFESSOR WILSON

[Not offered in 1935-1936]

115-116. German Drama of the Nineteenth Century.—6 s.h.

PROFESSOR KRUMMEL

117-118. Conversational German.—6 s.h.

DR. MAXWELL

119-120. Great Epochs in German Literature.—(Translations are used—knowledge of German not required.) **6 s.h.**

PROFESSOR VOLLMER

123-124. Modern German Short Story.—6 s.h.

DR. SHEARS

[Not offered in 1935-1936]

125-126. Contemporary German Literature.—6 s.h.

DR. SHEARS

127-128. Survey of Nineteenth-Century German Literature.—6 sh.

PROFESSOR VOLLMER

201-202. Goethe.—6 s.h.

PROFESSOR KRUMMEL

207-208. German Romanticism.—6 s.h.

PROFESSOR VOLLMER

209-210. Nineteenth-Century Drama.—6 s.h.

PROFESSOR KRUMMEL

[Not offered in 1935-1936]

211-212. Heinrich Heine.—6 s.h.

PROFESSOR VOLLMER

[Not offered in 1935-1936]

213-214. German Literature during the Empire, 1871-1914.—6 s.h.

PROFESSOR VOLLMER

GREEK

PROFESSOR PEPPLER; ASSISTANT PROFESSOR WAY; AND MR. TRUESDALE

1-2. Course for Beginners.—6 s.h.

MR. TRUESDALE

Open to all students.

53-54. Xenophon.—6 s.h.

MR. TRUESDALE

Open to students who offer one unit of Greek for admission and to those who have completed course 1-2.

105-106. Homer.—6 s.h.

PROFESSOR PEPPLER

Open to students who offer two units of Greek for admission and to those who have completed courses 1-2 and 53-54 or their equivalent.

107-108. Plato.—6 s.h.

ASSISTANT PROFESSOR WAY

Open to students who offer three units for admission and to others who have completed the required preliminary work.

115-116. Sight Reading in Greek.—4 s.h.

ASSISTANT PROFESSOR WAY

117-118. Greek Prose Composition.—2 s.h.

PROFESSOR PEPPLER

121-122. Greek Literature in English Translation.—6 s.h.

PROFESSOR PEPPLER

The student may elect course 122, whether or not he has taken course 121.

141-142. Greek Art.—6 s.h.

ASSISTANT PROFESSOR WAY

Greek 131—Latin 132. Ancient History.—6 s.h.

PROFESSOR ANDERSON

201-202. Greek Drama.—6 s.h.

PROFESSOR PEPPLER

203-204. Homer.—6 s.h.

PROFESSOR PEPPLER

205-206. Greek Historians.—6 s.h.

PROFESSOR PEPPLER

207-208. Greek Orators.—6 s.h.

PROFESSOR PEPPLER

209-210. Plato.—6 s.h.

ASSISTANT PROFESSOR WAY

211-212. Aristophanes.—6 s.h.

PROFESSOR PEPPLER

Only one of the six year-courses for seniors and graduates (201-212), listed above, is offered each year.

243. Athenian Topography.—3 s.h.

ASSISTANT PROFESSOR WAY

244. Greek Epigraphy.—3 s.h.

ASSISTANT PROFESSOR WAY

245. Greek Dialects.—3 s.h.

ASSISTANT PROFESSOR WAY

246. Greek Historical Inscriptions.—3 s.h.

ASSISTANT PROFESSOR WAY

247-248. Greek Archaeology.—6 s.h.

ASSISTANT PROFESSOR WAY

HEALTH AND PHYSICAL EDUCATION

TRINITY COLLEGE

DIRECTOR OF PHYSICAL EDUCATION WADE; ASSISTANT DIRECTOR VOYLES; ASSISTANTS CALDWELL, CAMERON, CHAMBERS, COOMBS, CRICHTON, GERARD, HAGLER, PERSONS, WAITE, WARREN; AND GYMNASIUM DIRECTOR CARD

REQUIRED PHYSICAL EDUCATION FOR MEN

FOR FRESHMEN

1-2. Basketball.—1½ s.h.	MR. WAITE
3-4. Boxing.—1½ s.h.	MR. WARREN
5-6. Corrective Gymnastics.—1½ s.h.	MR. CHAMBERS
7-8. Handball.—1½ s.h.	MR. WAITE
11-12. Soccer Football.—1½ s.h.	MR. GERARD
13-14. Beginning Swimming.—1½ s.h.	MR. PERSONS
17-18. Beginning Tennis.—1½ s.h.	MR. GERARD
19-20. Tumbling Stunts.—1½ s.h.	MR. CARD
21-22. Track. —1½ s.h.	MR. WAITE
25-26. Wrestling.—1½ s.h.	MR. WARREN
41. Cross Country.—1½ s.h.	MR. CHAMBERS
37. Football.—1½ s.h.	MR. CALDWELL

FOR SOPHOMORES

51-52. Apparatus Stunts.—1½ s.h.	MR. CARD
53-54. Boxing.—1½ s.h.	MR. WARREN
55-56. Corrective Gymnastics.—1½ s.h.	MR. CHAMBERS
59-60. Baseball.—1½ s.h.	MR. COOMBS
61-62. Golf.—1½ s.h.	MR. CRICHTON
63-64. Advanced Swimming.—1½ s.h.	MR. PERSONS
65-66. Touch Football.—1½ s.h.	MR. HAGLER

67-68. Advanced Tennis.—1½ s.h. MR. GERARD

69-70. Track and Field Events.—1½ s.h. MR. VOYLES

91. Cross Country.—1½ s.h. MR. CHAMBERS

87. Football.—1½ s.h. MR. VOYLES

ELECTIVE COURSES IN PHYSICAL EDUCATION

171. Recreational Activities.—3 s.h.

MR. GERARD

173. Health Education and Corrective Gymnastics.—Prerequisite, zoölogy 1-2. **4 s.h.**

MR. CHAMBERS

182. Organization and Administration of Physical Education and Athletics.—2 s.h.

MR. WADE, MR. VOYLES

187. School Programs of Physical Education.—3 s.h.

MR. GERARD

190. Training and First Aid.—2 s.h.

MR. CHAMBERS

192. History, Systems, and Theories of Physical Education.—3 s.h.

MR. VOYLES

WOMAN'S COLLEGE

MISS GROUT, DIRECTOR

MRS. CHATNEUFF, MISS CIRCLE, MISS LEWIS, MISS WYCHE

ACTIVITIES OFFERED

Fall term (October to December): Hockey, soccer, swimming, tennis, riding, moderate sports, volleyball.

Winter term (December to March): Danish gymnastics and apparatus, individual gymnastics, posture training, tumbling and stunts, clog and character dancing, folk dancing, natural dancing, swimming, diving, life-saving, basketball.

Spring term (March to June): Tennis, swimming, riding, baseball, track and field events, archery, golf fundamentals.

ELECTIVES IN PHYSICAL EDUCATION

81. History and Principles of Physical Education.—Prerequisite, Educational Psychology. **3 s.h.**

MISS GROUT

102. The Teaching of Physical Education in Elementary Schools.—Courses 102 and 185 are mutually exclusive. **3 s.h.**

MISS GROUT

181-182. Methods of Teaching Athletic Activities.—6 s.h.

THE STAFF

185. The Teaching of Physical Education in Secondary Schools.—Courses 185 and 102 are mutually exclusive. **3 s.h.**

MISS GROUT

HYGIENE

S112. Personal and School Hygiene.—3 s.h.

MISS GARDINER

41-42. Hygiene.—Open primarily to freshmen as a general elective. First or second semester. **3 s.h.**

MISS WYCHE

HISTORY

PROFESSORS BOYD, LAPRADE, RIPPY,* AND SHRYOCK; ASSOCIATE PROFESSORS BALDWIN AND CARROLL; ASSISTANT PROFESSORS LANNING, MANCHESTER, NELSON AND QUYNN; MESSRS. MCCARRELL, MCCLOY, MABRY, MUNYAN, WILLIFORD, AND WOODY

1-2. Modern and Contemporaneous Europe.—6 s.h.

ASSISTANT PROFESSORS LANNING, MANCHESTER, NELSON AND QUYNN; DRS. MABRY, MCCLOY, AND WOODY

51-52. Modern and Contemporaneous Europe.—6 s.h.

ASSOCIATE PROFESSOR BALDWIN; ASSISTANT PROFESSOR LANNING; DR. WOODY, AND MR. MUNYAN

65-66. The Social and Cultural History of Western Europe in the Seventeenth and Eighteenth Centuries.—6 s.h.

DR. MCCLOY

91. Political and Social History of the United States to 1830.—Old number 9. **3 s.h.**

PROFESSOR SHYROCK; ASSISTANT PROFESSORS LANNING AND MANCHESTER; DRS. MABRY AND WOODY

92. Political and Social History of the United States, 1830 to 1900.—Old number 91. **3 s.h.**

PROFESSOR SHYROCK; ASSISTANT PROFESSORS LANNING AND MANCHESTER; DRS. MABRY AND WOODY

Note: In courses 91 and 92 no texts are required, but each student pays a class fee of $3.00 per semester with which all books to be read are purchased and placed in the libraries. This fee is collected through the Treasurer's office.

101-102. Early European Civilization.—6 s.h.

ASSISTANT PROFESSOR QUYNN

104. Political and Social Evolution of the South since 1865.—3 s.h.

PROFESSOR BOYD

* Absent on leave, 1935-1936.

113. American Colonial History, 1606-1783.—Prerequisites, courses 91 and 92. **3 s.h.**

DR. WOODY

114. History of the United States since Reconstruction.—Old number 113. Prerequisites, courses 91 and 92. **3 s.h.**

ASSISTANT PROFESSOR LANNING

Ancient History.—Greek 113—Latin 132.—See Department of Latin and Roman Studies.

119-120. Social and Economic History of the American People.—Old number 119. Prerequisites, courses 91 and 92. **6 s.h.**

PROFESSOR SHRYOCK

121-122. The Church in American History.—Prerequisites, courses 91 and 92. **6 s.h.**

ASSOCIATE PROFESSOR BALDWIN

[Not offered in 1935-1936]

123-124. English History.—Old number 124. **6 s.h.**

PROFESSOR LAPRADE

125. The Ancient Régime, the French Revolution, and Napoleon.—3 s.h.

ASSOCIATE PROFESSOR CARROLL

126. The Congress of Vienna and the Rise of the European Nations to 1870. 3 s.h.

ASSOCIATE PROFESSOR CARROLL

127. History of Latin America: The Colonial Period.—3 s.h.

PROFESSOR RIPPY

128. History of Latin America: The National Period.—3 s.h.

PROFESSOR RIPPY

130. The Expansion of Europe, 1415-1763.—3 s.h.

ASSISTANT PROFESSOR MANCHESTER

FOR SENIORS AND GRADUATES

205-206. English Constitutional History.—Old number 204. **6 s.h.**

PROFESSOR LAPRADE

[Not offered in 1935-1936]

208. Studies in the Social History of the United States.—3 s.h.

PROFESSOR SHRYOCK

[Not offered in 1935-1936]

209-210. Constitutional History of the United States, 1763 to 1860.—Old number 210. **6 s.h.**

PROFESSOR BOYD

[Not offered in 1935-1936]

211. The Teaching of History and Civics (Education 225).—Old number 212. **3 s.h.**

ASSISTANT PROFESSOR MANCHESTER

215-216. History of the United States' Foreign Policy.—Prerequisites, courses 91 and 92. **6 s.h.**

PROFESSOR RIPPY

[Not offered in 1935-1936]

217-218. Europe since 1870.—Old number 217. **6 s.h.**

ASSOCIATE PROFESSOR CARROLL

[Not offered in 1935-1936]

219-220. The History of the European Proletariate.—Old number 218. **6 s.h.**

ASSOCIATE PROFESSOR CARROLL

223-224. Medieval Institutions and Culture.—Old number 223. **6 s.h.**

ASSISTANT PROFESSOR QUYNN

221-222. The Age of the Renaissance.—Old number 222. **6 s.h.**

ASSISTANT PROFESSOR NELSON

225-226. The Age of the Reformation.—6 s.h.

ASSISTANT PROFESSOR NELSON

[Not offered in 1935-1936]

229. The History of North Carolina.—3 s.h.

PROFESSOR BOYD

231. The Hispanic Colonies of the New World.—Old number 232. **3 s.h.**

ASSISTANT PROFESSOR LANNING

233-234. The Hispanic-American Republics.—Old number 231. **6 s.h.**

PROFESSOR RIPPY

LATIN AND ROMAN STUDIES

PROFESSORS ROSBOROUGH AND ANDERSON; ASSISTANT PROFESSOR GATES

3. Cicero's Orations.—Prerequisite, two units of entrance Latin. **3 s.h.**

4. Vergil's Aeneid.—Prerequisite, three entrance units and Latin 57 taken in the semester preceding admission to the course, unless Latin 3 was taken. **3 s.h.**

15-16. Latin Prose Composition.—2 s.h.

ASSISTANT PROFESSOR GATES

41. Terence.—Comedies. **3 s.h.**

Selected Latin Prose Writers, or **Cicero:** *De Senectute* and *De Amicitia* may be substituted. **3 s.h.**

THE STAFF

42. Horace.—The Odes and Epodes. **3 s.h.**

THE STAFF

53. Sallust and Tacitus.—Prerequisite, Latin 41-42 or an equivalent. **3 s.h.**

ASSISTANT PROFESSOR GATES

54. Catullus.—3 s.h.

ASSISTANT PROFESSOR GATES

57. Sight Reading in Classical Latin.—1 s.h.

PROFESSOR ROSBOROUGH

58. Sight Reading in Medieval Latin.—Prerequisite, at least one of the following courses: 3, 4, 41, 42, and 57. **1 s.h.**

PROFESSOR ROSBOROUGH

59. Roman Law.—
[Not offered in 1935-1936]

101-102. Tacitus and Suetonius; Juvenal and Persius.—
[Not offered in 1934-1935]

103. The Roman Elegiac Poets.—
[Not offered in 1935-1936]

104. Horace: The Satires and Epistles.—
[Not offered in 1935-1936]

105. Martial: Epigrams.—3 s.h.

PROFESSOR ROSBOROUGH

106. Letters of Pliny the Younger.—3 s.h.

PROFESSOR ROSBOROUGH

107. Livy: *Ab Urbe Condita.*—**3 s.h.**

ASSISTANT PROFESSOR GATES

108. Cicero's Letters.—3 s.h.

ASSISTANT PROFESSOR GATES

109. Materials and Methods Course.
[To be offered 1936-1937]

111-112. Roman Literature in English Translation.
[Not offered in 1935-1936]

113-114. Roman Civilization.
[Not offered in 1935-1936]

115. The Architecture of Ancient Rome.—3 s.h.

PROFESSOR ROSBOROUGH

Ancient History: Greek 131—Latin 132.—6 s.h.

PROFESSOR ANDERSON

201. Roman Fiction.—[Not offered in 1935-1936]

202. Early Latin Christian Writers.—[Not offered in 1935-1936]

203-204. Epic Poetry.—6 s.h.

ASSISTANT PROFESSOR GATES

205-206. Roman Drama.
[Not offered in 1935-1936]

207-208. Roman Philosophy.—6 s.h.

PROFESSOR ANDERSON

209-210. Vulgar Latin: Introduction to Romance Philology.
[Not offered in 1935-1936]

215. Introduction to Roman Art and Archaeology.
[Not offered in 1935-1936]

216. Topography and Monuments of Ancient Rome.—3 s.h.

PROFESSOR ROSBOROUGH

LAW COURSES FOR ACADEMIC STUDENTS

PROFESSORS BILLIG, BOLICH, LON FULLER, LOWNDES, MCDERMOTT; AND MR. ROALFE

L.201. Orientation and Introduction to Procedure.—2½ s.h.

PROFESSOR BOLICH

L.203-204. Contracts and Quasi-Contracts.—7 s.h.

PROFESSOR LON FULLER

L.205-206. Criminal Law and Its Administration.—4 s.h.

PROFESSOR MCDERMOTT

L.208. Chattel Transactions.—3 s.h.

PROFESSOR BILLIG

L.210. Possessory Estates.—2 s.h.

PROFESSOR BOLICH

L.211-212. Torts.—6 s.h.

PROFESSOR LOWNDES

Legal Bibliography.—1½ s.h.

MR. ROALFE

MATHEMATICS

PROFESSORS ELLIOTT, RANKIN, AND THOMAS; ASSISTANT PROFESSORS ALDRIDGE, CARLITZ, DALE, HICKSON, MILES, PATTERSON, AND ROBERTS; MESSRS. DRESSEL AND GREENWOOD; AND ASSISTANTS

1. College Algebra.—*Each semester.* **3 s.h.**

STAFF

2. Plane Trigonometry.—*Each semester.* **3 s.h.**

STAFF

Prerequisite, except by special permission of the department, course 1.

3-4. Elementary Mathematical Analysis.— Math. 3, **3 s.h.**, and Math. 4, **3 s.h.**
STAFF

7. Algebra and Trigonometry.—3 s.h.
STAFF

9-10. Engineering Mathematics.—10 s.h.
ASSISTANT PROFESSOR PATTERSON

11-12. Engineering Mathematics.—10 s.h.
ASSISTANT PROFESSOR PATTERSON

16. Solid Geometry.—3 s.h.
STAFF

50. Plane and Solid Analytic Geometry.—*Each semester.* **4 s.h.**
STAFF

Prerequisites, courses 1 and 2, or 3-4.

55. Differential Calculus.—*Each semester.* **4 s.h.**
STAFF

Prerequisite, course 50.

71. Mathematics of Investment.—3 s.h.
ASSISTANT PROFESSOR HICKSON

Prerequisite, 6 hours of college mathematics. This course does not count toward a major in mathematics.

74. Statistics.—3 s.h.
ASSISTANT PROFESSOR HICKSON

Prerequisite, 6 hours of college mathematics. This course does not count toward a major in mathematics.

100. Integral Calculus.—*Each semester.* **4 s.h.**
STAFF

Prerequisites, courses 50 and 55.

FOR SENIORS AND GRADUATES

201. History of Mathematics.—3 s.h.
PROFESSOR RANKIN

204. The Teaching of Mathematics.—3 s.h.
PROFESSOR RANKIN

Prerequisite, course 100 unless the two are taken simultaneously.

207. Fundamental Concepts of Algebra and Geometry.—3 s.h.
PROFESSOR RANKIN

Prerequisite, course 100.

225. Theory of Equations and Determinants.—3 s.h.
PROFESSOR ELLIOTT

Prerequisite, course 55.

226. Galois Theory of Equations.—3 s.h.

ASSISTANT PROFESSOR CARLITZ

Prerequisite, course 225.

228. Number Theory.—3 s.h.

ASSISTANT PROFESSOR ROBERTS

Prerequisite, course 100.

229. Theory of Algebraic Numbers.—3 s.h.

ASSISTANT PROFESSOR CARLITZ

Prerequisite, course 225.

231. Differential Equations.—3 s.h.

PROFESSOR ELLIOTT

Prerequisite, course 100.

235-236. Modern Higher Algebra.—6 s.h.

PROFESSOR THOMAS

Prerequisite, course 55.

239-240. Advanced Calculus.—6 s.h.

PROFESSOR ELLIOTT

Prerequisite, course 100.

250. Modern Geometry.—3 s.h.

PROFESSOR RANKIN

Prerequisite, course 55.

252. Non-Euclidean Geometry.—3 s.h.

ASSISTANT PROFESSOR ROBERTS

Prerequisite, course 100.

255-256. Projective Geometry.—6 s.h.

PROFESSOR THOMAS

Prerequisite, course 55.

259-260. Analytic Geometry of Space.—6 s.h.

PROFESSOR ELLIOTT

Prerequisite, course 55.

270. Topology.—3 s.h.

ASSISTANT PROFESSOR ROBERTS

Prerequisite, course 239.

275. Probability.—3 s.h.

ASSISTANT PROFESSOR MILES

Prerequisite, course 100.

276. Probability.—3 s.h.

ASSISTANT PROFESSOR MILES

280. Fourier's Series and Spherical Harmonics.—3 s.h.

ASSISTANT PROFESSOR DALE

Prerequisite, course 100.

281. Elementary Potential Theory.—3 s.h.

ASSISTANT PROFESSOR MILES

Prerequisite, course 100.

284. Vector Analysis.—3 s.h.

PROFESSOR ELLIOTT

Prerequisite, course 100.

MUSIC

MR. BROADHEAD

63. History of Music to Beethoven.—3 s.h.

MR. BROADHEAD

64. History of Music from Beethoven to the Present.—3 s.h.

MR. BROADHEAD

111-112. Harmony.—6 s.h.

MR. BROADHEAD

PHILOSOPHY

PROFESSORS WIDGERY, CRANFORD, AND GILBERT; AND DR. MCLARTY

98. Introduction to Ethics.—3 s.h.

Sophomores and approved freshmen.

PROFESSOR GILBERT AND DR. MCLARTY

101. Introduction to Philosophy.—3 s.h.

PROFESSOR CRANFORD, PROFESSOR GILBERT; DR. MCLARTY

102. Continuation of 101.—3 s.h.

PROFESSOR CRANFORD AND DR. MCLARTY

104. Logic.—3 s.h.

PROFESSOR GILBERT

105-106. Introduction to the History of Philosophy.—6 s.h.

PROFESSOR WIDGERY AND DR. MCLARTY

107. Introduction to the Philosophy of Religion.—3 s.h.

PROFESSOR WIDGERY

[Not offered in 1935-1936]

201-202. The Philosophy of Art.—6 s.h.

PROFESSOR GILBERT

203. The Philosophy of Conduct.—3 s.h.

PROFESSOR CRANFORD

204. Christian Ethics.—3 s.h.

PROFESSOR CRANFORD

205. The Philosophy of History.—3 s.h.

PROFESSOR WIDGERY

[Not offered in 1935-1936]

207. Political Philosophy.—3 s.h.

PROFESSOR WIDGERY

209-210. The Philosophy of Religion.—6 s.h.

PROFESSOR WIDGERY

211-212. The History of Philosophy.—6 s.h.

PROFESSOR WIDGERY

[Not offered in 1935-1936]

213-214. History of Aesthetics.—6 s.h.

PROFESSOR GILBERT

216. Contemporary Philosophy.—3 s.h.

PROFESSOR WIDGERY

221. Spinoza.—3 s.h.

PROFESSOR GILBERT

[Not offered in 1935-1936]

223-224. Idealism and Rationalism.—6 s.h.

PROFESSOR CRANFORD

226. The History of Ethics.—3 s.h.

PROFESSOR WIDGERY

227. Hegel.—3 s.h.

PROFESSOR GILBERT

PHYSICS

PROFESSORS EDWARDS, HATLEY AND SPONER;* ASSISTANT PROFESSORS CONSTANT AND NIELSEN; MESSRS. CARPENTER AND MOUZON; AND ASSISTANTS

1-2. General Physics.—8 s.h.

PROFESSORS EDWARDS AND HATLEY, DR. CARPENTER, AND ASSISTANTS

3-4. Pre-Medical Physics.—10 s.h.

PROFESSORS EDWARDS AND HATLEY; DRS. CARPENTER AND MOUZON; AND ASSISTANTS

5-6. Physics for Engineers.—10 s.h.

PROFESSOR HATLEY, DR. MOUZON, AND ASSISTANTS

7-8. General Physics.—6 s.h.

PROFESSOR EDWARDS

11-12. Laboratory Physics.—Physics 1-2 prerequisite or may be taken concurrently. **1 to 3 s.h.** (w) (Credit of more than **1 s.h.** will be given on the option of the instructor.)

DR. MOUZON AND ASSISTANTS

* Visiting professor for academic year 1935-1936.

53. Electricity and Optics.—Prerequisite, Physics 1-2. **3 s.h.**
PROFESSOR EDWARDS

54. Elementary Atomic Physics.—Prerequisites, Physics 1-2 and Math. 1-2. **3 s.h.**
PROFESSOR EDWARDS

55. Mechanics.—Prerequisites, Physics 1-2 and Math. 1-2. **3 s.h.**
DR. CARPENTER

56. Heat.—Prerequisite, Physics 1-2. **3 s.h.**
DR. CARPENTER

63. Household Physics.—3 s.h.
[Not offered in 1935-1936]

64. Teacher's Physics.—Prerequisite, Physics 1-2. **3 s.h.**
DR. CARPENTER

67-68. Laboratory Exercises in Physics.—Physics 1-2 or 7-8 prerequisite. **2 s.h.**
PROFESSOR EDWARDS AND ASSISTANTS

101. Physics Problems.—Physics 1-2 prerequisite. Total possible credit **3 s.h.**
DR. CARPENTER

102. Electrical Measurements.—3 s.h.
ASSISTANT PROFESSOR NIELSEN

FOR SENIORS AND GRADUATES

203-204. Analytical Mechanics.—6 s.h.
DR. MOUZON

205-206. Physical Optics.—6 s.h.
PROFESSOR HATLEY

207-208. Electricity and Magnetism.—6 s.h.
ASSISTANT PROFESSOR CONSTANT

211-212. History of Physics.—2 s.h.
PROFESSOR EDWARDS

213-214. Contemporary Physics.—6 s.h.
ASSISTANT PROFESSORS NIELSEN AND CONSTANT AND DR. MOUZON

215-216. Advanced Physics Laboratory.—2 to 4 s.h.
ASSISTANT PROFESSORS NIELSEN AND CONSTANT AND DR. MOUZON

COURSES IN ELECTRICAL ENGINEERING OPEN TO STUDENTS IN PHYSICS DESIRING MINOR WORK IN ELECTRICAL ENGINEERING

257. Principles of Electrical Engineering: Advanced Alternating Currents.—Prerequisites, course 151-152 and Mathematics 25, 30, and 231. **3 s.h.**

PROFESSOR ————

258. Principles of Electrical Engineering: Advanced Alternating Current Machinery.—Prerequisite, Engineering 257. **6 s.h.**

PROFESSOR ————

POLITICAL SCIENCE

PROFESSORS WILSON AND RANKIN; ASSISTANT PROFESSOR COLE; DR. SIMPSON; MESSRS. GIBSON AND MITCHELL

21-22. Principles of Citizenship.—6 s.h.

DR. SIMPSON AND MR. GIBSON

101-102. American Government and Politics.—6 s.h.

PROFESSORS WILSON AND RANKIN; DR. SIMPSON AND MR. GIBSON

125. American Political Parties and Practical Politics.—3 s.h.

ASSISTANT PROFESSOR COLE

164. Railroad Regulation in the United States.—3 s.h.

ASSISTANT PROFESSOR COLE

207. American Constitutional Law and Theory.—3 s.h.

PROFESSOR WILSON

[Not offered in 1935-1936]

209. State and Local Governments in the United States.—3 s.h.

PROFESSOR RANKIN

223. Political Thought to the Seventeenth Century.—3 s.h.

PROFESSOR WILSON

224. Modern Political Theory.—3 s.h.

PROFESSOR WILSON

225-226. Comparative Government.—6 s.h.

ASSISTANT PROFESSOR COLE

227-228. International Law and International Organization.—6 s.h.

PROFESSOR WILSON

229. American Political Institutions.—3 s.h.

PROFESSOR RANKIN

294. Municipal Government and Administration.—3 s.h.

PROFESSOR RANKIN

PSYCHOLOGY

PROFESSORS MCDOUGALL AND STERN;* ASSOCIATE PROFESSOR LUNDHOLM AND RHYNE; ASSISTANT PROFESSORS ADAMS AND ZENER

****101. Introduction to Psychology: General Principles of Mental Activity and Growth.—3 s.h.**

PROFESSOR MCDOUGALL AND ASSOCIATE PROFESSORS LUNDHOLM AND RHINE
ASSOCIATE PROFESSOR RHINE

102. Introduction to Psychology: With Special Reference to the Life and Growth of Intellect.—3 s.h.

ASSISTANT PROFESSOR ZENER

103. Introduction to Psychology: Physiological, Experimental, and Applied.—3 s.h.

ASSISTANT PROFESSOR ZENER

[Not offered in 1935-1936]

104. Comparative Psychology.—3 s.h.

ASSISTANT PROFESSOR ADAMS

107-108. Psychological Analysis of Prominent Characters in Literature.—2 s.h.

ASSOCIATE PROFESSOR LUNDHOLM

114. Psychology of Personality.—3 s.h.

ASSOCIATE PROFESSOR RHINE

201. Social Psychology.—2 s.h.

PROFESSOR MCDOUGALL

202. Psychology of Aesthetics.—3 s.h.

ASSOCIATE PROFESSOR LUNDHOLM

208. Neurological Foundations of Psychology.—4 s.h.

ASSISTANT PROFESSOR ZENER

209. Advanced Laboratory Psychology, with Lectures.—4 s.h.

ASSISTANT PROFESSOR ZENER

210. Physiological Psychology.—3 s.h.

ASSISTANT PROFESSOR ZENER

[Not offered in 1935-1936]

212. Psychology of Childhood and Growth.—1 s.h.

VISITING PROFESSOR STERN

215. Child Psychology.—3 s.h.

ASSISTANT PROFESSOR ADAMS

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* Visiting Professor of Psychology.

** This course is a prerequisite for all other courses in Psychology. It is not open to students of lower standing than juniors, except sophomores who have an average grade of "B" or better.

216. Seminar in Comparative Psychology.—2 or 3 s.h.
ASSISTANT PROFESSOR ADAMS

[Not offered in 1935-1936]

217. Gestalt Theory.—3 s.h.
ASSISTANT PROFESSOR ADAMS

[Not offered in 1935-1936]

219. History of Psychology.—2 s.h.
PROFESSOR MCDOUGALL

223. Abnormal Psychology.—3 s.h.
ASSOCIATE PROFESSOR LUNDHOLM

224. Laboratory Methods in Animal Psychology.—3 s.h.
ASSISTANT PROFESSOR ADAMS

225. Contemporary Schools of Psychology.—3 s.h.
ASSISTANT PROFESSOR ZENER

231-232. Introduction to Research.—2 or 3 s.h.
PROFESSOR MCDOUGALL, VISITING PROFESSOR STERN, ASSOCIATE PROFESSORS LUNDHOLM AND RHINE, AND ASSISTANT PROFESSORS ADAMS AND ZENER

RELIGION

PROFESSORS MYERS, BRANSCOMB, CANNON, GARBER, HICKMAN, ORMOND, RUSSELL, SMITH, AND SPENCE; ASSISTANT PROFESSOR CRUM; MR. CLARK AND MRS. SPENCE

1. The English Bible.—3 s.h.
PROFESSORS MYERS, SPENCE, AND ORMOND; ASSISTANT PROFESSOR CRUM; AND MRS. SPENCE

2. The English Bible.—3 s.h.
PROFESSORS MYERS, SPENCE, AND ORMOND; ASSISTANT PROFESSOR CRUM; AND MRS. SPENCE

51. The History of the Hebrew People.—3 s.h.
PROFESSOR MYERS, ASSISTANT PROFESSOR CRUM, AND MRS. SPENCE

52. New Testament Literature.—3 s.h.
PROFESSOR MYERS, ASSISTANT PROFESSOR CRUM, AND MRS. SPENCE

54. Great Epochs in Church History.—3 s.h.
PROFESSOR GARBER

[Not offered in 1935-1936]

101. The Social Teachings of the Prophets and Jesus.—3 s.h.
PROFESSOR ORMOND

102. The Christian Church in the Social Order.—3 s.h.
PROFESSOR ORMOND

103. The Prophets of the Old Testament.—3 s.h.

PROFESSOR MYERS

104. The History and Religion of the Jews to the Roman Period.—3 s.h.

PROFESSOR MYERS

[Not offered in 1935-1936]

105. Founders and Literatures of Great Religions.—3 s.h.

PROFESSOR CANNON

161. The Educational Work of the Church.—3 s.h.

PROFESSOR SPENCE

163. Religious Education of Children.—3 s.h.

MRS. SPENCE

169. Character Problems.—3 s.h.

ASSISTANT PROFESSOR CRUM

170. Religion and the Modern Home.–3 s.h.

ASSISTANT PROFESSOR CRUM

203-204. Introduction to the Old Testament.—6 s.h.

PROFESSOR RUSSELL

213-214. The Beginnings of Christianity.—6 s.h.

DR. CLARK

SR.215. The Life of Jesus.—3 s.h.

PROFESSOR MYERS

[Offered in the second semester]

SR.216. The Teaching of Jesus.—3 s.h.

PROFESSOR MYERS

[Not offered in 1935-1936]

SR.265. Religious Drama.—3 s.h.

PROFESSOR SPENCE

SR.270. Masterpieces of Great Religious Literature.—3 s.h.

PROFESSOR SPENCE

275. Introduction to the Psychology of Religion.—3 s.h.

PROFESSOR HICKMAN

276. Advanced Psychology of Religion.—Prerequisite, course 275 or its equivalent. **3 s.h.**

PROFESSOR HICKMAN

281. The Nature and Early Development of Religion.—3 s.h.

PROFESSOR CANNON

282. Living Religions of the World.—3 s.h.

PROFESSOR CANNON

203. The Philosophy of Conduct.—3 s.h.

PROFESSOR CRANFORD

204. Christian Ethics.—3 s.h.

PROFESSOR CRANFORD

ELECTIVE COURSES*

131-132. American Christianity.—Prerequisite, History 1-2 or its equivalent. **6 s.h.**

PROFESSOR GARBER

[Not offered in 1935-1936]

201-202. Introductory Hebrew.—6 s.h.

PROFESSOR ————

SR.211-212. Hellenistic Greek.—6 s.h.

DR. CLARK

217. The New Testament in Greek.—Prerequisite, six semester-hours' study of the Greek language. **3 s.h.**

DR. CLARK

218. Galatians and I Corinthians.—Prerequisite, New Testament 217 or its equivalent. **3 s.h.**

DR. CLARK

219. Life of Paul.—3 s.h.

PROFESSOR MYERS

[Not offered in 1935-1936]

220. I Peter and the Gospel of John.—Prerequisite, New Testament 217 or its equivalent. **3 s.h.**

DR. CLARK

233. Church History to the Reformation.—3 s.h.

PROFESSOR GARBER

234. History of the Evangelical Movement.—3 s.h.

PROFESSOR GARBER

251. The Rural Church and Sociology.—3 s.h.

PROFESSOR ORMOND

252. Rural Church Administration.—3 s.h.

PROFESSOR ORMOND

261. An Educational Approach to Religion.—3 s.h.

PROFESSOR SMITH

262. Organization of Religious Education.—3 s.h.

PROFESSOR SPENCE

263. Curriculum of Religious Education.—3 s.h.

PROFESSOR SPENCE

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* *These courses may not be taken to satisfy the requirement for the degree in Religion.*

264. Technic of Teaching Religion.—3 s.h.

PROFESSOR SPENCE

266. Educational Aspects of Worship.—3 s.h.

PROFESSOR SMITH

268. Religious Drama Construction and Production.—3 s.h.

PROFESSOR SPENCE

283. Expansion of Christianity.—3 s.h.

PROFESSOR CANNON

[Not offered in 1935-1936]

285. The Religions of Eastern Asia.—3 s.h.

PROFESSOR CANNON

[Not offered in 1935-1936]

286. The Religions of India.—3 s.h.

PROFESSOR CANNON

[Not offered in 1935-1936]

ROMANCE LANGUAGES

PROFESSORS WEBB, COWPER, AND JORDAN; ASSOCIATE PROFESSOR LUNDEBERG; ASSISTANT PROFESSORS WALTON AND YOUNG; MESSRS. AVILÉS, BRIDGERS, DAVIS, DOW, HASBROUCK, AND W. R. QUYNN; MISSES JARMAN AND RAYMOND; MRS. DOW; AND ASSISTANTS

FRENCH

1-2. Elementary French.—6 s.h.

ASSISTANT PROFESSOR WALTON, MR. DOW, AND MISS JARMAN

3-4. French Prose.—6 s.h.

PROFESSORS WEBB, COWPER, AND JORDAN; ASSISTANT PROFESSOR WALTON; MESSRS. BRIDGERS AND DOW; MISSES JARMAN AND RAYMOND

Prerequisites, French 1 and 2, or two years of high school French.

51. Introduction to French Literature.—3 s.h.

PROFESSOR COWPER; ASSISTANT PROFESSOR YOUNG; DR. DAVIS; MR. BRIDGERS AND MISS RAYMOND

Prerequisites, French 3 and 4 or equivalent.

52. Introduction to French Literature.—3 s.h.

PROFESSOR COWPER; ASSISTANT PROFESSOR YOUNG; DR. DAVIS; MR. BRIDGERS, MISS RAYMOND

Prerequisite, French 51.

53. French Civilization.—3 s.h.

PROFESSORS WEBB AND JORDAN; DR. QUYNN

Prerequisites, French 3 and 4 or equivalent.

54. French Civilization.—3 s.h.

PROFESSORS WEBB AND JORDAN; DR. QUYNN

Prerequisite, French 53.

55. Exercises in Spoken French.—1 s.h.

MRS. DOW

56. Exercises in Spoken French.—1 s.h.

MRS. DOW

87-88. French Writers of the Romantic Period.—6 s.h.

DR. DAVIS AND MISS RAYMOND

Prerequisites, French 51-52 or 53-54. May not be taken by students taking or who have taken 108.

107. French Composition.—3 s.h.

PROFESSOR COWPER AND MISS RAYMOND

Prerequisites, 51-52 or 53-54.

108. The French Romantic Movement.—3 s.h.

PROFESSOR COWPER AND MISS RAYMOND

Prerequisites, 51-52 or 53-54.

109. Molière.—3 s.h.

PROFESSOR WEBB

[Not offered in 1935-1936]

110. Poems of Victor Hugo.—3 s.h.

PROFESSOR WEBB

[Not offered in 1935-1936]

111. French Drama since 1850.—3 s.h.

ASSISTANT PROFESSOR YOUNG

Prerequisites, 51-52 or 53-54.

112. French Drama since 1850.—3 s.h.

ASSISTANT PROFESSOR YOUNG

Prerequisites, 51-52 or 53-54.

113. French Classicism.—From Malherbe to La Bruyère. **3 s.h.**

ASSISTANT PROFESSOR WALTON

Prerequisites, 51-52 or 53-54.

114. French Classicism.—From La Bruyère to the Encyclopédistes and Beaumarchais. **3 s.h.**

ASSISTANT PROFESSOR WALTON

Prerequisites, 51-52 or 53-54.

127. Advanced French Composition.—3 s.h.

Prerequisite, 107.

215-216. The Modern French Novel.—6 s.h.

PROFESSOR JORDAN

Prerequisites, **6 s.h.** from 87 to 127, inclusive.

217. The French Language.—3 s.h.

PROFESSOR WEBB

Prerequisite, 107.

218. Materials and Methods.—3 s.h.

PROFESSOR WEBB

219. Old French.—3 s.h.

PROFESSOR COWPER

220. Old French.—3 s.h. (W)

PROFESSOR COWPER

231. Rousseau and the Beginnings of Romanticism.—3 s.h.

PROFESSOR COWPER

[Not offered in 1935-1936]

ITALIAN

181-182. Italian.—6 s.h.

PROFESSOR WEBB

SPANISH

1-2. Elementary Spanish.—6 s.h.

ASSISTANT PROFESSOR YOUNG, MR. BRIDGERS, DR. DAVIS, AND MISS JARMAN

3-4. Intermediate Spanish.—6 s.h.

ASSOCIATE PROFESSOR LUNDEBERG, MR. BRIDGERS, AND DR. QUYNN

Prerequisites, Spanish 1-2 or two years of high-school Spanish.

65. Introduction to Spanish Literature.—3 s.h.

ASSOCIATE PROFESSOR LUNDEBERG AND DR. QUYNN

Prerequisites, Spanish 3-4 or equivalent.

66. Introduction to Spanish Literature.—3 s.h.

ASSOCIATE PROFESSOR LUNDEBERG AND DR. QUYNN

Prerequisites, Spanish 65 or equivalent.

153. Introduction to Spanish Phonetics.—3 s.h.

ASSOCIATE PROFESSOR LUNDEBERG

Prerequisites, Spanish 65-66, or 3-4 with permission.
[Not offered in 1935-1936]

154. Advanced Spanish Composition and Conversation.—3 s.h.
Prerequisite, Spanish 153.
[Not offered in 1935-1936]

155. Spanish-American Literature of the Colonial Era.—3 s.h.
ASSOCIATE PROFESSOR LUNDEBERG
Prerequisites, Spanish 65-66, or 3-4 with permission.

156. The Modernist Tendency in Spanish-American Literature.—3 s.h.
ASSOCIATE PROFESSOR LUNDEBERG
Prerequisite, Spanish 155.

261-262. The Modern Spanish Novel.—6 s.h.
ASSOCIATE PROFESSOR LUNDEBERG
[Not offered in 1935-1936]

263-264. The Modern Spanish Theater.—6 s.h.
ASSOCIATE PROFESSOR LUNDEBERG

265-266. Literature of the Golden Age.—6 s.h.
ASSOCIATE PROFESSOR LUNDEBERG
[Not offered in 1935-1936]

SOCIOLOGY

PROFESSORS ELLWOOD AND JENSEN; ASSISTANT PROFESSOR THOMPSON

101. General Sociology.—5 s.h.
PROFESSOR ELLWOOD

102. General Sociology.—The same course as 101. **3 s.h.**
PROFESSOR ELLWOOD

109. Regional Sociology and Demography of the South.
ASSISTANT PROFESSOR THOMPSON

110. Regional Sociology and Demography of the South.—The same as course 109. **3 s.h.**
ASSISTANT PROFESSOR THOMPSON

112. Child Welfare.—Prerequisite, course 101. **3 s.h.**
PROFESSOR JENSEN

205. Social Pathology.—Prerequisite, course 101. **3 s.h.**
PROFESSOR JENSEN

206. Criminology.—Prerequisite, course 101. **3 s.h.**
PROFESSOR JENSEN

213. Constructive Social Policies.—2 s.h.
[Not offered in 1935-1936]

215. Rural Sociology.—3 s.h.
ASSISTANT PROFESSOR THOMPSON

216. Urban Sociology.—Prerequisite, course 101. **3 s.h.**
ASSISTANT PROFESSOR THOMPSON

217. General Anthropology.—3 s.h.
PROFESSOR ELLWOOD

218. Cultural Anthropology.—3 s.h.

PROFESSOR ELLWOOD

227. Emigration and Immigration.—Prerequisite, course 101. **3 s.h.**

PROFESSOR JENSEN

ZOOLOGY

PROFESSORS PEARSE,* CUNNINGHAM, HALL, HARGITT, AND METCALF;† ASSISTANT PROFESSORS GRAY AND HOPKINS; MESSRS. BOOKHOUT, MCCUTCHEON, AND MISS MCMANUS; AND ASSISTANTS

1. General Zoölogy.—4 s.h.

PROFESSOR PEARSE AND ASSISTANTS

2. Animal Biology.—Prerequisite, Zoölogy 1. **4 s.h.**

ASSISTANT PROFESSOR GRAY AND ASSISTANTS

53. Comparative Vertebrate Anatomy.—Prerequisite, one year of zoölogy. **4 s.h.**

ASSISTANT PROFESSOR GRAY

74. Comparative Anatomy of the Invertebrates.—Prerequisites, Zoölogy 1 and 2. **4 s.h.**

ASSISTANT PROFESSOR HOPKINS

[Not offered in 1935-1936]

92. Embryology for Premedical Students.—Prerequisite, one year of zoölogy. **4 s.h.**

PROFESSOR CUNNINGHAM AND ASSISTANTS

107. Evolution and Heredity.—3 s.h.

PROFESSOR HALL

151. Comparative Physiology.—Prerequisite, one year of zoölogy. **4 s.h.**

PROFESSOR HALL

156. Vertebrate Histology.—Prerequisite, Zoölogy 53. **4 s.h.**

PROFESSOR HARGITT

161. Animal Parasites.—Prerequisite, one year of zoölogy. **4 s.h.**

PROFESSOR PEARSE

[Not offered in 1935-1936]

192. Comparative Embryology.—Prerequisite Zoölogy 53 or equivalent.

PROFESSOR CUNNINGHAM

215. General Cytology.—Prerequisites, Zoölogy 1, 2, and 156 or equivalent.

ASSISTANT PROFESSOR HOPKINS

[Not offered in 1935-1936]

219-220. Special Problems.

THE STAFF

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* Absent on leave, 1935-1936.
† Visiting (part-time) Professor of Zoölogy, 1935-1936.

222. Entomology.—Prerequisite, one year of zoölogy. **4 s.h.**

ASSISTANT PROFESSOR GRAY

[Not offered in 1935-1936]

227. Experimental Embryology.—2 or more s.h.

PROFESSOR CUNNINGHAM

[Not offered in 1935-1936]

229. Endocrinology.—4 s.h.

PROFESSOR CUNNINGHAM

GENERAL REGULATIONS

The academic year is divided into two semesters. The first semester of the academic year 1935-1936 begins September 18; the second, January 30. Commencement is held on Monday after the first Sunday in June.

MATRICULATION, REGISTRATION, AND ENROLLMENT

All students must appear before the Committee on Admission and obtain cards for admission. Cards of admission must be presented at the Treasurer's office at the time of matriculation. All students, both old and new, are required to matriculate at the beginning of each semester and to obtain from the Treasurer a certificate of matriculation which serves also as an enrollment card.

COURSE CARDS

Members of the freshman, sophomore, and junior classes are required to submit to the Dean, not later than May 1, cards showing their selection of courses for the following year. These cards must be approved by the Dean.

EXAMINATIONS

Mid-year and final examinations are held in all subjects in January and May, respectively. The examination record combined with the record made in class constitutes the student's final grade.

REGULATIONS REGARDING GRADES

The following regulations have been adopted by the Faculty:

Grades shall be reported so as to indicate one of four things:

(1) *Passed.* A grade of "A," "B," "C," or "D" shall indicate that a student has passed a course. The work of this group of students shall be graded according to the following system: "A": exceptional; "B": superior; "C": medium; "D": inferior.

(2) *Failed.* A grade of "F" shall indicate that the student has failed in the course and that in order to receive credit for the course he shall be obliged to take the work again in class.

(3) *Incomplete.* (a) A grade of "I" may be reported by the instructor if for any reason he is unable to report the final grade at the regular time. (b) All students (with incomplete grades) who have not satisfied the requirements of the departments concerned and who have not obtained a passing grade before the close of the semester following the date of the regular examination in which the "I" was incurred are regarded as having failed on the course concerned and must repeat the work in class in order to receive credit.

(4) *Absent from Final Examination.* (a) The grade "X" shall indicate that the student was absent from the final examination. (b) A student absent from examination and marked "X," if his absence has been excused by the Dean of the College, may receive an examination on the payment of a fee of three dollars to the Treasurer of the University. The department concerned shall arrange for the examination in cases where absences are incurred and excused, and the grade reported in these cases shall be that earned by the student. (c) All students (with "X" grades) who have not satisfied the requirements of the department concerned and who have not obtained a passing grade before the close of the semester following the date of the regular examination in which the "X" was incurred, are regarded as having failed on the course concerned and must repeat the work in class in order to receive credit. (d) If a student's absence from an examination is not excused by the Dean of the College, his grade for the course concerned shall be recorded as "F."

EXPLANATION OF THE QUALITY-POINT SYSTEM

The requirements for the degree are reckoned not only in semester-hours but also in quality-points. Quality-points are the points earned by a student according to his grades, for each semester-hour of credit. The grade "A" gives three quality-points for each semester-hour of credit; the grade "B" two quality-points; the grade "C" one quality-point. The grade "D" carries no credit in quality-points. For the grade "F" one quality-point is deducted for each semester-hour of failure. Credit for 122 quality-points, exclusive of those earned in physical education, is required for the degree of bachelor of arts or bachelor of science in all groups.

NUMBER OF HOURS OF CLASS WORK

No undergraduate student is allowed to take less than fourteen hours of class work a week without special permission of the Dean.

No undergraduate student may take more than seventeen semester-hours of work in one semester, if he fails to make eighteen quality-points on the work of the preceding semester.

CLASS STANDING

For a student to rank as a sophomore, he must have to his credit twenty-four semester-hours with an average grade of "C"; as a junior, fifty-six semester-hours with an average grade of "C"; as a senior, ninety semester-hours, with an average grade of "C."

SENIOR WORK

A student of the senior class, irrespective of his average grade in preceding years, must, in order to be eligible for graduation, complete his work of the senior year with an average grade of "C" or better.

EXCLUSION FOR FAILURE

A student of the freshman class entering college for the first time is not permitted to remain in the University in the second semester unless he passes as much as six semester-hours of the work of the first semester; any other student is not permitted to remain in the University in the second semester unless he passes as much as nine semester-hours of work in the first semester.

A student of the freshman class is not permitted to re-enter in September, nor to enter Summer School, if he did not pass at least eighteen semester-hours of the work in the previous year; any other student is not permitted to re-enter in September, nor to enter the Summer School, if he did not pass at least nine semester-hours of work in the second semester of the previous year and a total of eighteen semester-hours of work for the entire year.

STUDENTS TRANSFERRING FROM OTHER INSTITUTIONS

Students whose advanced credits from another institution are accepted by the University will be given an average grade of "C" on the semester-hours with which they are credited, provided their grades warrant it.

DEFICIENCIES IN COMPOSITION

The following regulations have been adopted by the Faculty:

1. Any freshman who is found by the English Department to be unable to handle satisfactorily the work of composition in English 1-2 is required to take special work until he is able to do satisfactorily the regular work of English 1-2.

2. No student who has failed in English 1-2 or 3 is permitted to become a special student without continuing his work in composition until he has made up his deficiency in this work.

3. Whenever the work of a student in any subject is satisfactory to an instructor except for gross errors in English, the instructor concerned may hand in a provisional grade only. This grade may not be recorded in the college files until the student shall have improved his work in composition to the satisfaction of the English Department. A list of such provisional grades, along with evidence of deficiencies, shall be furnished the English Department each term by the officers in charge of the grades, and a report shall be made by this department when the deficiencies shall have been removed.

4. All instructors are requested to advise their students each semester concerning these regulations.

SCHOLARSHIP REGULATIONS FOR ATHLETIC AND OTHER ORGANIZATIONS

The following regulations have been adopted by the Faculty:

1. Any student who receives less than a passing grade on more than six hours of his required work of the preceding term shall be ineligible to represent the University in any athletic contest, concert, or other public event.

2. Members of athletic teams or other student groups engaging in public representation of the University are expected

to be carrying satisfactorily their current work. A student may be barred from participation in such representation if, in the opinion of the Dean, he is not doing satisfactorily his current work.

REGULATIONS GOVERNING ATHLETIC ELIGIBILITY

Duke University is a member of the Southern Intercollegiate Athletic Conference. The athletic eligibility regulations of the University comply with the rules governing members of that Conference.

THE ATHLETIC COUNCIL

The Board of Trustees, at its regular annual meeting in June, 1907, created an athletic council to be composed of eleven members appointed annually: three from the Faculty, to be appointed by the President of the University; four from the alumni, elected by the Alumni Association; and four from the undergraduates, one from each of the four classes, elected by the members of each class.

The three members of the Athletic Committee of the Faculty are the Faculty representatives in the Athletic Council. This Committee alone has the responsibility of enforcing the scholastic and athletic requirements of the University for student participation in intercollegiate sports. The athletic eligibility rules are those of the Southern Conference; the scholarship requirements are printed on the two preceding pages of this catalogue.

The Executive Committee of the Athletic Council is composed of the chairman of the Faculty committee on athletics, and one other Faculty member and one alumni member of the Council. The Athletic Council on recommendations of its Executive Committee arranges athletic schedules, awards insignia of merit earned by members of athletic teams, and strives to promote among students of the University a proper and helpful athletic spirit; to encourage good fellowship in such sports both within the student body and towards student bodies of other educational institutions; through athletic sports to help to cultivate a high sense of honor, earnest, unselfish effort, and manly conduct. The Executive Committee of the Council recommends to the President of the University persons to serve

as graduate manager of athletics and as coaches in the various sports. However, the election of such persons rests solely with the Trustees of the University or the Executive Committee of the Trustees, on recommendation of the President of the University.

All funds arising from athletics are handled entirely by the College Treasurer. An audit of the receipts and disbursements of these funds is made annually by the official auditors of the University.

REGULATIONS REGARDING PUBLIC LECTURES AND OTHER PUBLIC OCCASIONS

All public lectures or addresses and other public events that are given under the auspices of the University or of any organization in any way connected with the University are under the supervision of the Faculty Council on Public Lectures. All dates and programs must be approved by this Council except in instances where such occasions have been placed under the supervision of the Director of Public Relations.

HEALTH AND PHYSICAL EDUCATION*

The program of Health and Physical Education in Duke University has four distinct phases, as follows:

1. Student Health.
2. Physical Instruction.
3. Intramural Sports.
4. Intercollegiate Athletics.

RELIGIOUS EXERCISES

Chapel exercises are conducted on Tuesday, Wednesday, and Friday throughout the academic year both on the campus for men and the campus for women. Preaching services are held on Sunday at 11:00 A.M. in the University Chapel. Organ recitals are given on Sunday afternoons. In the summer carillon and organ recitals are given twice a week.

* For detailed explanation of this program, both in Trinity College and in the Woman's College, see *Bulletin of Undergraduate Instruction.*

UNIVERSITY LECTURES AND PUBLICATIONS

THE AVERA BIBLE LECTURES

At intervals of two years a series of lectures is given under the auspices of the Avera Department of Biblical Literature. This series of lectures was established in 1897.

JOHN MCTYEIRE FLOWERS LECTURES

The John McTyeire Flowers Lectures, established by Mr. B. N. Duke as a memorial to John McTyeire Flowers, a young alumnus of Trinity College who died in the Far East in 1905, were inaugurated in 1921.

FACULTY LECTURES

Occasional lectures are given each year by members of the Faculty or by visitors. These lectures are under the supervision of the faculty committee on public lectures.

DUKE UNIVERSITY DAY

In commemoration of the signing by the late James B. Duke, on December 11, 1924, the indenture setting up the Duke Endowment, under which Trinity College was expanded into Duke University, special services are held at the University and by various Alumni Clubs on this anniversary.

THE DUKE UNIVERSITY PRESS

Prior to 1925 Trinity College had supported the publication of *The South Atlantic Quarterly,* the *Historical Papers of the Trinity College Historical Society* as well as its *John Lawson Monographs,* and a few scholarly books.

With the establishment of Duke University, the trustees of the University authorized the organization of the Duke University Press as an agency for publishing contributions to knowledge in the fields of scholarship represented in the Uni-

versity. To the publications of Trinity College already established, in 1926 was added *The Hispanic American Historical Review;* in 1929, *American Literature;* in 1930, *Ecological Monographs;* in 1932, *Character and Personality;* and in 1935, the *Duke Mathematical Journal.* These periodicals are edited with the coöperation of scholars of Duke University and other institutions. The number of volumes annually published has increased, nearly sixty titles having appeared since 1925.

ALUMNI ORGANIZATIONS

GENERAL ALUMNI ASSOCIATION

The Alumni Association of Duke University is composed of the male graduates and former students of Trinity College and Duke University. The Association gives its annual luncheon on Tuesday of Commencement Week at which a message of greeting is given by a representative of the class holding its twenty-fifth anniversary reunion. The annual business meeting of the Association is held at this time.

GENERAL ALUMNAE ASSOCIATION

The Alumnae Association of Duke University is composed of the women graduates and former students of Trinity College and Duke University. The Association joins with the Alumni Association in the annual luncheon on Tuesday of Commencement week, holding its annual business meeting immediately afterward.

GENERAL ALUMNI COUNCIL

To give definite direction and supervision in the campaign for the erection of the Alumni Memorial Gymnasium, and for other purposes, an Alumni Council was provided for at the June, 1919, meeting of the Alumni Association. Since that time the Council has developed into a working body for the promotion of alumni interests by reason of its size and frequency of meetings. The membership is made up of representatives from local associations; class representatives, elected by reunion classes on the occasion of their fifth anniversary, or a multiple thereof; and officers of the Alumni Association.

GENERAL ALUMNAE COUNCIL

At the June, 1925, meeting of the Alumnae Association the Alumnae Council was organized to function in a manner similar to that of the Alumni Council, in the interest of the former

women students and of the University. Its purpose and form of organization are very much the same as those of the Alumni Council.

THE ALUMNI OFFICE

The General Alumni Office was organized to promote the work of the local alumni and alumnae associations and to coordinate the various activities of the General Alumni and Alumnae Associations and the General Alumni and Alumnae Councils. Sixty-three county and local alumni associations have been formed in North Carolina and other states.

DUKE UNIVERSITY NEWS SERVICE

The Duke University News Service is the official publicity bureau of the University for the purpose of sending out news to the press.

THE ALUMNI REGISTER OF DUKE UNIVERSITY

The Alumni Register of Duke University is a monthly magazine published by the Alumni Association in the interest of the alumni and the University. It aims to keep the alumni in touch with one another and with the University.

APPOINTMENTS OFFICE

With the coöperation of the Alumni Office, the University maintains an Appointments Office to serve graduates and advanced students of the institution on the one hand, and those who desire well-qualified persons for teaching and commercial positions on the other hand. The Appointments Office is divided into two sections: (1) the Division of Teacher Placement and (2) the Commercial Positions Division. There is a chairman in charge of each of these divisions, and a central Appointments Office for both is maintained in the Administration building in charge of a full-time secretary.

FEES AND EXPENSES

The following tables show the general fees and charges collected from all students and the special fees collected from those taking courses in the sciences and in history. All fees for each semester are due and payable, unless otherwise specified, at the time of registration at the beginning of that semester, and no student is admitted to classes until arrangements have been made with the Treasurer of the University for the settlement of fees.

GENERAL FEES

Matriculation, per semester	$ 25.00
Tuition, per semester	100.00
Room rent—See the detailed statement that follows.	
Athletic fee, admitting students to all athletic contests held on the University grounds, per semester	5.00
Damage fee, payable annually at the time of first registration	1.00
Medical fee, per semester	5.00
Library fee, per semester	5.00
Commencement fee, payable annually at the beginning of the second semester	3.00
Publication fee:	
First semester	2.50
Second semester	3.00
Diploma fee, payable by candidates for degrees at the beginning of the second semester, refunded if the diploma is not awarded	5.00

LABORATORY AND MATERIALS FEES

Botany 1, 2, 52, 103, 154, 156, 202, 211, 212, 213, 214, 221, 223, 224, 254, and 256	$2.50
Botany 51, 53, 151, 251, and 252	5.00
Botany 101, 102, 111, and 112	2.00
Botany 201	4.00
Chemistry 1, 2, 61, 70, 81, 142, 215, 216, 231, 232, 260, 261, and 262	7.00
Chemistry 151, 152, 241, 242, 253, and 254	8.50
Education 1	1.00
Education 54, 58, 68, and 101 (See note under history below.)	2.00
Education 115 and 116	7.50
Education 208 (for testing materials in lieu of text)	2.50

Engineering
Civil 10 and 110—See Bulletin of the Summer Schools.
Civil 11, 107, 111, 112, 113, 114, 117, 118, 119, 123, 124, and 240..$2.00
Electrical 151, 152, 153, 154, 155, 258, 261, and 262..... 2.00
Mechanical 79, 189, 190, 193, 194, 199 and 200..... 2.50
Forestry 154 and 254..... 2.50
History 91 and 92..... 3.00
No texts are required in these courses, but a fee of three dollars is charged, and books are placed in the library for the use of those taking the courses. This fee is payable at the beginning of the semester and is collected through the office of the Treasurer of the University.
Physics, all courses..... 2.00
Zoölogy 1 and 2..... 3.50
Zoölogy 53, 151, 153, 156, and 321..... 5.00
Zoölogy, all other advanced laboratory courses..... 3.00

TEACHERS TAKING COLLEGE COURSES

Teachers in near-by schools, taking one or two courses, are required to pay a registration fee of $5 each semester and a tuition fee of $3 per semester-hour of credit in addition to any regular laboratory fee or other fees collected from those students taking the courses.

ESTIMATED EXPENSES FOR AN ACADEMIC YEAR

The necessary expenses of a student are moderate; the University dormitories provide thoroughly comfortable and wholesome living conditions at a minimum of cost, while all charges made by the University have been kept low. Incidental expenses depend naturally upon the tastes and habits of the individual, but the actual necessary college expenses for one year, including board, room rent, and such University fees as tuition, matriculation, commencement, library, damage, and medical, vary from $549.50 to $639.50. Books and laundry are not included in these figures.

ROOMS AND CONDITIONS OF RENTING THEM

ROOM RENT FOR MEN OF DUKE UNIVERSITY

West Campus, per semester.....$50.00, $62.50, and $75.00
East Campus, per semester.....$30.00 and $50.00

ROOM RENT IN WOMAN'S COLLEGE

Single room, per student, per semester, Giles, Alspaugh, Pegram, Bassett, and Brown Houses	$87.50
Double room, per student, per semester, Giles, Alspaugh, Pegram, Bassett, and Brown Houses	62.50
Single room, per student, per semester, Aycock and Jarvis	75.00
Double room, per student, per semester, Aycock and Jarvis	50.00

RESIDENCE HOUSES

Trinity College.—On the West Campus there are three groups of residence houses, each group forming a quadrangle enclosing a court. These groups of houses are designated as Craven, Crowell, and Kilgo Quadrangles. They contain ample rooming quarters for all the men students.

Woman's College.—The seven residence houses on the East Campus are Giles, Alspaugh, Pegram, Bassett, Joseph G. Brown, Jarvis, and Aycock. Upon request to the Director of the Business Division, College Station, Duke University, a plan of the residence houses will be sent. The resident students have a right to retain their rooms for the ensuing year or to draw for new ones in the order of their classes, beginning with the seniors. The new students are then assigned to the remaining rooms, and, so far as possible, to the type of room they prefer. Every effort is made to provide congenial room-mates.

The students' rooms are single, double, or arranged in suites of two rooms for two students, and are supplied with all necessary furnishings except curtains, towels, sheets, pillow-slips, blankets, and heavy bed coverings. Sash curtains of a standard kind are required and may be bought at the college store or made by the student according to specifications. Draperies and rugs may be brought from home or may be bought at reasonable rates at the college store or in town.

BOARDING ACCOMMODATIONS

Trinity College, West Campus.—Beginning with the academic year 1930-31 the University opened its dining hall in the Union on the West Campus with accommodations sufficient to provide in a superior way for all resident men students. Charges for board will not exceed $25.00 per month.

The Union is the logical center of student activities for men, and it will be found desirable for male students to board in its supervised halls. In the Union are located the University Post

Office, the University Store, the University Barber Shop, and all publication staff offices.

In addition to the Union dining halls a Coffee Shop is operated for the convenience of students and visitors.

Woman's College, East Campus.—The dining halls of the Woman's College are situated in the Union, the student center, on the East Campus. No resident woman is permitted to board elsewhere than at this Union. Board is $112.50 per semester.

LAWS REGULATING PAYMENTS

The Executive Committee of the Trustees of Duke University has enacted the following regulations which govern the payment of all fees due the University:

1. The President and the Treasurer of the University have no authority to suspend or in any way alter these regulations.
2. Matriculation and tuition fees are never refunded.
3. Any student who has failed to pay his bills on the dates advertised in the catalogue is denied the right to attend classes until his account is settled in full.
4. No student is considered by the Faculty as an applicant for graduation until he has settled with the Treasurer for all of his indebtedness to the University.
5. No student who has not settled all his bills with the Treasurer of the University is allowed to stand the mid-year or final examinations of the academic year.

When a student wishes his bills sent to his parent or guardian, the student or his parent or guardian must so notify the Treasurer of the University in writing in due time, but this in no way releases the student from liability to established penalties if his bills are not paid on the dates advertised.

PUBLICATIONS COUNCIL

The Publications Council was authorized by the Trustees at the mid-year meeting in 1926-27. This council has control of the undergraduate publications. It is composed of three members of the Faculty appointed by the President, two alumni elected by the Alumni Council, and representatives of the student body and the different publications. A publication fee of $5.50 was authorized by the Trustees to be collected from each undergraduate, $2.50 payable at the beginning of the fall semester and $3.00 at the beginning of the spring semester.

SCHOLARSHIPS AND OTHER SOURCES OF AID

UNDERGRADUATE SCHOLARSHIPS

Ten scholarships paying tuition are offered to undergraduates. Five are held by members of the sophomore class and five by members of the junior class. Sophomore scholarships are awarded at the end of the freshman year and junior scholarships at the end of the sophomore year. They are awarded on the basis of the applicant's character and promise as indicated by his work in college.

The University reserves the right at any time to withdraw a scholarship from a student who does not make worthy use of it.

ANGIER B. DUKE MEMORIAL SCHOLARSHIPS

The Angier B. Duke Memorial, Incorporated, awards four scholarships with an annual value of $250 each to undergraduate students in Duke University. These scholarships are awarded as follows: one on the basis of merit and necessity to an accredited high-school graduate entering the freshman class of Duke University; and one each to a member of the sophomore, junior, and senior classes on the basis of merit, necessity, and worthy individual contributions to university life. *The Angier B. Duke Memorial* also administers through an advisory committee of the officers of the University a loan fund for undergraduate students.

Applications for scholarships should be made to the Scholarship Committee, Secretary's Office, Duke University Station. An application for scholarship assistance may not be made formally by a prospective student until the application for admission has been made and the high- or preparatory-school credits have been submitted.

LOAN FUNDS

In addition to the *Angier B. Duke Memorial* loan fund, the University administers other endowed loan funds for the benefit of students who are not financially able to meet their ex-

penses. The loan funds are kept by the Treasurer as funds separate and distinct from all other endowments and holdings of the University and are used for no other purpose than to aid worthy students of the University.

SPECIAL ENDOWED SCHOLARSHIPS

A number of special endowed scholarships are open to undergraduate students.

HONORS AND PRIZES

HONORS

All students in the freshman and sophomore classes who earn 6 "A's" and 4 "B's" during the year are given honors.

Students who have shown exceptional attainments in a group of studies covered by the work of one of the departments of the University may become candidates for honors in that department at graduation.

The degree of bachelor of arts or bachelor of science with distinction is conferred under the following rules:

Students who have completed three or four years of work in Duke University are eligible for general honors at graduation. Those who have completed the entire four years of their college work in Duke University and who have earned 318 quality-points (3/5 "A's" and 2/5 "B's"—249 quality-points if they have completed as much as three years of their college work in Duke University) are recommended for a degree *magna cum laude;* those who have earned 378 quality-points (42 "A's") in the four years (288 quality-points [32 "A's"] in three years) are recommended for a degree of *summa cum laude.*

MEDALS AND PRIZES

The *Wiley Gray Medal* was established by the late Robert T. Gray, Esq., of Raleigh, North Carolina, to be awarded annually in memory of his brother. It is given for the graduating oration that shall be, in the opinion of a committee appointed on the day of Commencement, the best speech, with respect to both declamation and composition.

The Fortnightly Club annually offers cash prizes for the best literary productions by undergraduate students of the University.

The Debate Council authorizes the awarding of medals to members of the graduating class who have represented the University in at least two intercollegiate debates. The medals are given by the local chapter of the Tau Kappa Alpha fraternity.

The Southern History Prize is awarded each year for the best essay dealing with a subject relating to Southern history. The prize is twenty-five dollars in cash donated by an anon-

ymous friend of the University. The competition for the prize is conducted according to the regulations adopted by the Trinity College Historical Society.

The Robert E. Lee Prize is the gift of the Reverend A. W. Plyler, of the class of 1892, and of Mrs. Plyler. The sum of fifty dollars is awarded annually at Commencement, preferably to that member of the senior class who in character and conduct, in scholarship and athletic achievement, in manly virtues and the capacity for leadership, has most nearly realized the standard of the ideal student. The Dean of the College, the Graduate Manager of Athletics, and the President of the Student Council constitute a committee to draft and adopt regulations governing the award.

The Dr. R. C. Parker Physics Prize. Dr. R. C. Parker gave to Duke University a silver cup of Chinese manufacture to be used for the encouragement of scholarship in physics. The award is made annually by a committee from the Department of Physics, acting with the President of the University, to that student of Physics 1-2 who by the end of the academic year is judged to have shown the greatest promise as a student of physics. The winner is chosen not only for his mathematical grades but also for his industry, growth in power of reasoning, originality of point of view, and skill in experimentation. The name of the winner is engraved on the cup which is given into his possession, subject to certain necessary regulations, until the next award is made.

The Iota Gamma Pi Scientific Prize. The Iota Gamma Pi Science Fraternity offers an annual prize of twenty-five dollars to a member of the junior class, majoring in science, who is judged to be the leading student in the scientific courses of the University. The fraternity submits to the judges a list of students eligible for the prize. The committee of award is composed of the Dean of the University and one member each from the departments of biology, chemistry, physics, and engineering. The departments concerned choose their own representatives on this committee. The award is made on the following basis: quality of scientific work, 50 points; personality and general ability, 30 points; quality of work in departments other than scientific, 20 points.

The president of the fraternity publicly awards the prize in chapel during the second week in May.

Alpha Kappa Psi Medallion. This prize is offered each year to the member of the graduating class who makes the highest record in Economics and Business Administration during his career at the University.

The Willis Smith Prize. Willis Smith, a member of the Raleigh Bar and Chairman of the Law School Committee of the Board of Trustees of Duke University, awards each year to that member of the graduating class of the Law School who has maintained the highest scholastic average during the entire three years of law school work, a prize consisting of a set of books selected personally by Mr. Smith each year for that purpose.

STUDENT ORGANIZATIONS AND ACTIVITIES

The Men's Association of Duke University comprises all men students in the University. It functions through its officers and a council to initiate policies and to oversee matters within the control of the student body. The council is composed of seven members: three from the senior class, two from the junior class, one from the sophomore class, and one from the graduate school.

The Women's Student Government Association is similar in character to the Men's Association. Its council is composed of the officers of the association and *ex-officio* of the Y. W. C. A. president and an undergraduate representative.

The Young Men's Christian Association and the *Young Women's Christian Association* are student branches of the national Christian Associations. Each body aims to enrich not only the religious life of its members as individuals but also to promote religious group activity. Delegates are sent each year to summer conferences, state conventions, inter-state conventions, and the state Bible and missionary institutes. Every year a series of special religious services is held. Bible and missionary study classes and Sunday-School teacher-training courses are conducted under the auspices of the association by members of the Department of Religion.

Other organizations and activities include the following:

Classical Club; Columbia Literary Society; Cosmopolitan Club; Crowell Scientific Society; Debate Council (Men); Debating Club (Women); Forum Club; Junior Big Sisters; League of Women Voters; Nereidian Club (Women); Physics Club; Polity Club; Student Volunteer Band; The Duke Players; The Explorers' Club; The French Club; The Ministerial Association; Town Girls' Club; Trident Club; Trinity College Historical Society; Women's Athletic Association; and the W. H. Pegram Chemistry Club.

HONORARY ORDERS AND FRATERNITIES (NATIONAL)

Alpha Kappa Psi (Economics); Chi Delta Phi (Literary—Women); Delta Phi Alpha (German); Kappa Delta Pi (Education); Omicron Delta Kappa (Leadership); Phi Beta Kappa (Scholarship); Phi Eta Sigma (Freshman Scholarship); Phi Sigma (Biology); Pi Gamma Mu (Social Sciences); Pi Mu Epsilon (Mathematics); Sigma Pi Sigma (Physics); Sigma Upsilon (Literary—Men); Sigma Xi (Scientific Society); Tau Kappa Alpha (Forensic); Theta Alpha Phi (Dramatic).

HONORARY ORDERS AND FRATERNITIES (LOCAL)

Beta Omega Sigma (Sophomore—Men); Delta Phi Rho Alpha (Athletic—Women); EKO-L (Scholarship—Women); 9019 (Scholarship—Men); Iota Gamma Pi (Scientific); Red Friars (Leadership—Men); Tombs (Athletic—Men); Sandals Sophomore—Women); White Duchy (Leadership—Women).

ENGINEERING ORGANIZATIONS AND FRATERNITIES

American Institute of Electrical Engineering; American Society of Civil Engineering; Delta Epsilon Sigma (Honorary Engineering Fraternity); Duke Society of Mechanical Engineering); The Engineer's Club.

MUSICAL ORGANIZATIONS AND FRATERNITIES

Duke University Band; Kappa Kappa Psi (National Band Fraternity); Orchestras: Duke Collegians, Blue Devils, Ambassadors; The Men's Glee Club; The Women's Glee Club; The University Chapel Choir; The Concert Orchestra; The Woman's Concert Orchestra; The Woman's Music Study Club.

SOCIAL FRATERNITIES (NATIONAL)
(The Men's Pan-Hellenic Council)

Alpha Tau Omega; Delta Sigma Phi; Delta Tau Delta; Kappa Alpha; Kappa Sigma; Lambda Chi Alpha; Phi Delta Theta; Phi Kappa Psi; Phi Sigma Delta; Pi Kappa Alpha; Pi Kappa Phi; Sigma Alpha Epsilon; Sigma Chi; Sigma Nu; Sigma Phi Epsilon.

SOCIAL FRATERNITIES (LOCAL)

Alpha Pi Sigma; Keys Club; Phi Kappa Sigma Club; Pi Epsilon Pi.

SOCIAL SORORITIES (NATIONAL)
(The Women's Pan-Hellenic Council)

Alpha Delta Pi; Alpha Epsilon Phi; Delta Delta Delta; Kappa Alpha Theta; Kappa Delta; Kappa Kappa Gamma; Phi Mu; Pi Beta Phi; Sigma Kappa; Zeta Tau Alpha.

SOCIAL SORORITIES (LOCAL)

Xi Omicron.

THE SCHOOL OF LAW

Order of the Coif (National Scholarship and Legal Ability Fraternity); Iredell Law Club (Local Social Club); Phi Delta Phi (National Social Fraternity); Duke Bar Association.

THE SCHOOL OF MEDICINE
SOCIAL FRATERNITIES (NATIONAL)

Nu Sigma Nu; Alpha Kappa Kappa; Phi Beta Pi; Phi Chi; Theta Kappa Psi; Alpha Omega Alpha (Honorary).

STUDENT PUBLICATIONS

Archive (Monthly); *Chanticleer* (Annual); *Chronicle* (Semi-Weekly).

THE GRADUATE SCHOOL OF ARTS AND SCIENCES

1934-1935

ANNOUNCEMENTS FOR 1935-1936

OFFICERS OF ADMINISTRATION

WILLIAM HENRY GLASSON, Ph.B., Ph.D.
Dean of the Graduate School of Arts and Sciences

ROBERT STANLEY RANKIN, A.B., A.M., Ph.D.
Assistant Dean of the Graduate School

COUNCIL ON GRADUATE INSTRUCTION

WILLIAM PRESTON FEW, A.B., A.M., Ph.D., LL.D.
President of the University, ex officio

WILLIAM HENRY GLASSON, Ph.B., Ph.D.
Dean of the Graduate School of Arts and Sciences

PAULL FRANKLIN BAUM, A.B., A.M., Ph.D.
WILLIAM KENNETH BOYD, A.B., A.M., Ph.D.
BENNETT HARVIE BRANSCOMB, A.B., B.A., M.A., Ph.D.
WILLIAM ARTHUR BROWNELL, A.B., A.M., Ph.D.
CHARLES ABRAM ELLWOOD, Ph.B., Ph.D., LL.D.
PAUL MAGNUS GROSS, B.S., A.M., Ph.D.
GEORGE THOMAS HARGITT, Ph.B., A.M., Ph.D.
HELGE LUNDHOLM, Ph.D.
WILLIAM McDOUGALL, M.A., D.Sc., Litt.D.
ARTHUR SPERRY PEARSE, B.S., A.M., Ph.D.
WILLIAM PERLZWEIG, B.S., A.M., Ph.D.
JAMES FRED RIPPY, A.B., A.M., Ph.D.
ELBERT RUSSELL, A.B., A.M., Ph.D.
JOSEPH MILLER THOMAS, A.B., Ph.D.
WILLIAM HANE WANNAMAKER, A.B., A.M., Litt.D.
ALBAN GREGORY WIDGERY, B.A., M.A.

GRADUATE INSTRUCTION IN DUKE UNIVERSITY

GENERAL STATEMENT

Prior to 1916 there was no separate organization within Trinity College to promote and supervise graduate studies. However, there had been for many years a limited number of graduate students who completed a year of postgraduate work and received the degree of master of arts. The work of such students was supervised through the office of the Dean of Trinity College. Many of these graduate students went out from Trinity College to continue their studies at other colleges and universities and later achieved distinction as teachers and scholars.

In September, 1916, President Few appointed a Committee on Graduate Instruction to deal with the problems involved in the promotion and administration of graduate work. In that year there were six graduate students in the College, and seven graduates of the College were enrolled in the professional School of Law. During and immediately after the World War the number of graduate students remained small, but by the year 1923-1924 the graduate enrollment had increased to thirty-five exclusive of the college graduates enrolled in the School of Law.

The growing importance of graduate work in Trinity College caused the Committee on Graduate Instruction, during the first semester of the year 1923-1924, to make a careful study of requirements for admission to graduate work, of requirements for advanced degrees, and of other conditions affecting standards of graduate instruction. A comprehensive report was prepared by the Committee and adopted by the Faculty. Provision was made for the granting of two advanced degrees, master of arts and master of education. Regulations were adopted which increased the distinction between graduate and undergraduate work. A thesis requirement was made for every candidate for a graduate degree, and provision was made for the examination of theses by faculty committees. The Committee on Graduate

Instruction undertook a closer supervision of graduate courses and of the work of graduate students.

Thus, when Trinity College became Duke University in December, 1924, noteworthy progress had already been made in organizing a graduate department with advanced courses in many fields of study and with high standards. In accepting Mr. Duke's great benefaction, the Trustees definitely included a Graduate School of Arts and Sciences as a member of the University organization.

In the academic year 1926-1927 a Council on Graduate Instruction was established in the University to exercise a general supervision over graduate work in arts and sciences, and Professor William H. Glasson was appointed Dean of the Graduate School of Arts and Sciences.

THE LIBRARY

The total number of volumes in the University Library on January 31, 1935, was 421,150 volumes. These are distributed among four main units: the General Library with 318,932 volumes; the Hospital (Medical) Library, 30,325 volumes; the Library of the Law School, 52,069 volumes; and the Woman's College Library, 19,824 volumes.

The work of students in the Graduate School is carried on primarily in the General Library. A Graduate Reading Room, which contains the reference material most in demand, provides a quiet and convenient place for study. Graduate students are also admitted freely to the stacks. Within the stacks are located 108 carrells or desks which are assigned on an annual basis, preference being given to students in the Graduate School. To facilitate work in the natural sciences the General Library maintains departmental libraries adjacent to laboratories for the Departments of Chemistry, Physics, and Biology. A departmental library is also maintained for the School of Religion.

In the field of mathematics and the sciences particular attention has been given to securing files of important journals and serials. A check list of all scientific periodicals and serials on the University campus shows a total of approximately 2,200 files in a more or less complete form. Current subscriptions to scientific periodicals, not including serials, number 768. The

total number of current periodical subscriptions in all fields is 2,412.

In the field of the social sciences and the humanities every effort has been made to secure the basic collections of source material as well as the more important publications of criticism and discussion. This has been done by the acquisition of such sets as the *Die Griechischen Christlichen Schriftsteller der ersten drei Jahrhunderte, Corpus Scriptorum Ecclesiasticorum Latinorum,* Migne's *Patrologia,* the *Corpus Scriptorum Historiæ Byzantinæ,* the *Monumenta Historica Germaniæ,* the *Acta Sanctorum,* the *Corpus Reformatorum,* and many others. The endeavor to select the more important items in the various fields of graduate work has been supplemented by the purchase of a number of special collections and libraries. Among the more important of these might be mentioned a Peruvian library of approximately 3,000 books and manuscripts; a library of several thousand volumes dealing with Brazil; the Lanson collection of French literature consisting of 12,000 books and monographs; a Goethe collection of 1,000 volumes; a Scandinavian collection of 3,000 volumes; a collection of about 5,000 items of early Americana, dating from the seventeenth century to 1820; the Holl church history library dealing primarily with the period of the Reformation; a collection of many thousands of church minutes and records of American denominational history; two collections of eighteenth-century English poetry and prose totalling about 5,000 items; two special collections, one dealing primarily with Byron and the other with Coleridge, containing a number of manuscripts, annotated copies, and first editions; a transportation collection containing many thousand railroad reports and records; and the Thomas collection of books on Chinese history and culture. Special mention should be made of the George Washington Flowers collection of manuscripts, books, newspapers, and pamphlets dealing with all phases of Southern history.

PUBLIC DOCUMENTS

The importance of public documents as fundamental source materials for the social sciences and as containing also some of the most important work in the field of applied science is being clearly recognized, and an excellent start has been made toward

a comprehensive collection of this material. The Library has been a depository for federal documents since 1890. In addition, more than 40,000 state documentary publications have been secured. Of European public documents a representative though not extensive collection has been secured. Among the more notable items might be mentioned the *British Calendar of State Papers,* the *Acts of the Privy Council, Hansard's Debates,* the *Débats Parlementaries* of the French Senate and Chamber of Deputies, the *Journal Official de la Republique Française,* the *Lois et Actes du Gouvernment de la République Française,* the *Verhandlungen des Deutschen Reichstages,* and the *Actas* of the Spanish *Cortes.* The public documents of the Latin American countries form one of the strongest units of the Library.

Under this heading should be mentioned also the recent acquisition of the library of Professor Louis Strisower, sometime president of the Institut de Droit International, which contains approximately 5,000 volumes dealing with international law. The volumes date from the seventeenth century to the present and contain some especially valuable periodical files and rare books.

NEWSPAPERS

The library collection of newspapers contains over 10,000 volumes, more than half of which are in bound form. Practically all states of the Union are represented, although the major collection is from the Atlantic seaboard. Of the earlier items the states most strongly represented are Massachusetts, New York, Rhode Island, Virginia, North Carolina, South Carolina, and Georgia. The current subscription list of more than fifty titles is representative of American public opinion and contains the most important foreign papers.

MANUSCRIPTS

In the Manuscript Department there are over 300,000 pieces. Among these is one notable Greek manuscript of the thirteenth century containing the entire New Testament. Of interest to students of English literature are a number of the manuscripts of the Rossettis. By far the larger part of the collection, however, relates to the region in which the University is located.

In the collection are letters or other manuscripts by General Nathaniel Green, Anthony Wayne, Henry Clay, John C. Calhoun, Dr. Thomas Chivers, Admiral Mahan, Jefferson Davis, Robert E. Lee, T. J. (Stonewall) Jackson, Paul Hamilton Hayne, Sidney Lanier, Joel Chandler Harris, and other literary and historical Southern figures.

EXCHANGE PRIVILEGES WITH THE LIBRARY OF THE UNIVERSITY OF NORTH CAROLINA

The Libraries of Duke University and of the University of North Carolina have completed arrangements for the fullest exchange of privileges and resources. Each library contains a catalogue of the contents of the other, and books requested from the other library are supplied through a delivery service which operates daily except Saturdays and Sundays. Faculty members and graduate students may secure cards admitting them to the stacks of the other library. The Library of the University of North Carolina contains approximately 300,000 volumes, besides a large collection of manuscripts relating to Southern history. Through this arrangement more than 700,000 volumes are available to students in the combined libraries.

LIBRARY PURCHASING FUND FOR GRADUATE STUDENTS

A portion of the annual book appropriation is reserved for the use of graduate students. Students who are engaged in writing theses and who need material not in the Library can draw upon this fund to secure volumes which are needed or photostats of material which cannot be secured.

NEW SCIENCE LABORATORIES

New laboratory buildings have been erected on the West Campus in biology, physics, and chemistry. Graduate students will find available the most modern equipment and facilities for research.

BIOLOGICAL LABORATORIES

The Biology Building on the West Campus contains three refrigerated rooms, an incineration room, a workshop, an aquarium room, five animal rooms connected with outside yards, and eight dark rooms. Special laboratories are provided for

advanced work in plant and animal physiology, parasitology, cytology, taxonomy, bacteriology, ecology, histology, mycology, anatomy, embryology, endocrinology, entomology, and forestry. A large greenhouse gives adequate space for experimental work and propagation. There is a small synoptic museum and an herbarium. Dr. Irving E. Gray is the curator of the biological museum. On the East Campus, laboratories are provided for women, and a small greenhouse is conveniently located near the Science Building.

Laboratories and rooms for students doing research are equipped with vacuum, compressed air, direct and alternating current, gas, and running water. Proper equipment and supplies for biological work, such as microscopes, ovens, baths, nets, kymographs, motors, chemicals, and glassware are available.

The Duke University Forest and the streams of the University estate furnish excellent collecting grounds. The woodlands are under the management of the Forestry Department. Duke University is situated in the Piedmont region, between the mountains and coastal plain. This gives easy access to a variety of plants and animals. North Carolina is the home of the tulip poplar, holly, rhododendron, mountain laurel, flowering dogwood, several species of insect-catching plants, cypress, and other interesting plants. Among the animals are a varied assortment which range from marine to truly montaine species. In the woods about the University are opossums, squirrels, cardinals, Carolina wrens, several species of salamanders, king snakes, and terrapins.

CHEMISTRY LABORATORIES

Graduate work in chemistry is carried on in a new building which has a floor area of about 57,000 square feet. The equipment of this building is modern in every respect. Of this total space a large proportion is available for research and advanced teaching. There are twenty-five double research rooms completely equipped with the usual services. In addition, the following specially designed rooms are available for present or future research as indicated: a low temperature room, photographic room, constant temperature room, gas analysis room,

combustion room, bomb room, animal room, and rooms equipped for high vacuum, X-ray, and photochemical investigations.

A glass-blowing room and a well-equipped shop, operated by a competent mechanic, provide facilities for the construction of special apparatus and for the repair and maintenance of instruments.

PHYSICS LABORATORIES

The physical laboratory contains approximately an acre of floor space which is devoted to instruction and research. For purposes of instruction it has two lecture halls, four recitation rooms, five large laboratories, and a number of smaller laboratories for advanced courses. On the first floor are located the office and research rooms of the departmental staff. On the third floor about ten rooms are set aside for research. All instructional and research laboratories are provided with compressed air, vacuum, gas, and D.C. and A.C. circuits of various characteristics supplied through five trunk lines from the main switchboard. All research rooms, in addition, have one high potential and two low potential circuits. Several outlets in each room from the house-lighting service are provided.

For the development of instructional and research apparatus a large shop has been located on the first floor for the exclusive use of instrument makers, and adjacent to this is a students' shop operated under the direction of a mechanic. This is made accessible to graduate students in physics. A collection of important apparatus for exclusive use in research is being gathered in a research storeroom which is to be in the custody of an expert repair man. A freight and passenger elevator makes conveniently accessible all parts of the laboratory.

The laboratory is at present provided with exceptional facilities for research in the fields of radiation and electricity. Among the instruments of precision in the spectroscopic laboratory there are available for students' use an E-1 Hilger spectrograph, an E-316 Hilger spectrograph, and several Hilger instruments of the fixed-arm type. A Rowland concave grating of 10 ft. radius and of 14,434 lines per inch of surface is equipped with a Brashear mount. An Eschelon spectroscope, a Lummer-Gherike plate, Michelson and Fabry and Perot interferometers, and a Moll microphotometre from Zipp and Sons

of Delft are provided. Various types of mechanical and diffusion air pumps, including a Holweck pump, are installed for use in research. A Hilger micrometer comparator which reads directly to 0.001 mm. is used in the measurement of spectrographs. A sufficient number of photographic dark rooms are conveniently located. In the fields of electricity the laboratory is supplied with various types of potentiometers, electrometers, high sensitivity galvanometers, and other devices for the precision determination of resistance, current, and potential difference.

THE DUKE FOREST

Through placing the Duke Forest under intensive management for forestry purposes a substantial beginning has been made in laying the foundations for educational work and research in forestry. The Duke Forest consists of approximately 4,750 acres of land, most of which is adjacent and easily accessible to the University campus. Situated in the lower Piedmont region, composed of second-growth shortleaf pine, loblolly pine, and hardwoods, the Forest is representative of the various types of timber growth found throughout the region.

Due to the proximity of the Forest to the laboratories, greenhouses, and other scientific equipment and library facilities of the University, an excellent opportunity exists for advanced study and research in forestry. Research has already been started on special problems, particularly in the fields of silvics, forest-tree physiology, forest soils, silviculture, and forest management. Several members of the Botany and Zoölogy Staffs are also engaged on research in the Duke Forest.

For additional information, see *Bulletin on Forestry.*

GRADUATE DORMITORIES

Certain sections of the new dormitories on the West Campus have been reserved for graduate men. Board can be secured at the Union, which also has unusually attractive provisions for social intercourse and activities. Graduate women will find dormitory accommodations of the highest type on the East Campus. The Union on the East Campus furnishes meals at reasonable rates and serves as a center of campus life.

GRADUATE CLUB

One of the active organizations of the University is the Graduate Club. Its meetings are held monthly and are devoted to the professional and social interests of graduate students.

FELLOWSHIPS AND SCHOLARSHIPS

For the assistance and encouragement of graduate students of high character and marked ability, the University has established a considerable number of fellowships and scholarships. The Angier B. Duke Memorial, Incorporated, awards an annual fellowship of one thousand dollars to a graduate student of exceptional merit. Fifteen University fellowships of six hundred fifty dollars each and sixteen University fellowships of six hundred dollars each have been established. There are also seven graduate scholarships of four hundred dollars each and ten graduate scholarships of three hundred and fifty dollars each. Holders of fellowships and scholarships will be expected to pay the tuition fee and such additional fees as are regularly required. Applications for these appointments should be made on or before March 15 of each year. In case vacancies occur, applications submitted on a later date will be considered.

There are also a number of graduate assistantships open in the various departments with compensation ranging from $300 to $650. Graduate assistants are under obligation to give part of their time to such work in the departments as may be assigned to them. They will usually be unable to carry a full program of study. Information regarding fellowships, graduate scholarships, and graduate assistantships, together with application blanks, may be obtained from the Dean of the Graduate School, Duke University, Durham, North Carolina.

ENCOURAGEMENT OF RESEARCH

The President of the University appoints annually a Committee on Research. On April 1 of each year the Chairman of the Committee receives written applications for grants for the encouragement of research. Amounts granted may be expended for the employment of research assistants, or for the purchase of books, apparatus, and material. The amount of the grant may not exceed five hundred dollars. All those to whom research

grants are made must within twelve months submit a written report of the progress of their investigations.

PUBLICATIONS

The Duke University Press affords facilities for the publication of many scholarly books and articles. A list of the publications of the Duke University Press may be obtained from the Executive Secretary of the Press, Durham, North Carolina.

REQUIREMENTS FOR ADMISSION AND DEGREES

(For regulations concerning admission to graduate courses and to candidacy for a degree, see *Bulletin of the Graduate School.*)

The degrees offered in the Graduate School of Arts and Sciences are master of arts (A.M.), master of education (M.Ed.), and doctor of philosophy (Ph.D.).

THE DEGREE OF MASTER OF ARTS

Candidates for the degree of master of arts are required to have a reading knowledge of two foreign languages, evidenced by examination or by credit obtained for at least six semester-hours of college work in each. If this requirement has not been satisfied before admission to candidacy for the degree, the required foreign language work must be completed before the degree is conferred and will not be counted for credit toward the degree. The two foreign languages offered must be acceptable to the department in which the candidate is taking his major work. Twice a year at stated times the language examinations will occur. The French examinations will be given the first week in November and the first week in March while the German examinations will be given the second week in November and the second week in March.

To obtain the degree of master of arts a candidate must complete satisfactorily twenty-four semester-hours of graduate courses and a thesis. The credit for the thesis is six semester-hours. Each candidate for the degree must select a major subject in which the minimum requirement is twelve semester-hours and the thesis. [Before selecting his major in a department, a student must have completed a minimum of twelve semester-hours of approved *preliminary* courses in that department and twelve additional semester-hours either in that department or in related work.] A candidate must take six semester-hours of graduate work in a minor subject approved by the major department, and the remaining six semester-hours in the major or minor subjects or in a department approved by the major department and by the Graduate Council. No undergraduate course may be credited toward the degree of master of arts.

MINIMUM RESIDENCE REQUIREMENT

The minimum residence requirement of candidates for the master's degree is one academic year. Often a longer period of residence will prove necessary. In the case of graduate students who take all the work for the master's degree in the Summer School, the minimum resi-

dence requirement is five summer terms of six weeks each. All the work offered for the master's degree must be completed within a period of six years.

DEGREE OF MASTER OF EDUCATION

The degree of master of education is granted to teachers, or others engaged in educational service, upon completion of the prescribed program of study. Candidates for the degree must have had two years of practical experience in teaching when the degree is conferred. This experience may be obtained in the two years immediately prior to entering upon candidacy for the degree, or it may be obtained concurrently with the period of study for the degree.

A preliminary requirement for admission to candidacy for this degree is the completion of a minimum of twelve semester-hours of approved undergraduate work in education, including work in educational psychology and work in history of education, or educational sociology, or school administration.

The requirements for the degree of master of education are twenty-four semester-hours of graduate courses and a thesis. Candidates must take a minimum of twelve semester-hours of work and write a thesis in the Department of Education. At least six semester-hours must be taken in some department other than the Department of Education. Students who are preparing to teach are advised strongly to take twelve semester-hours of graduate work in the subjects they intend to teach. In such cases the thesis may be prepared under the joint supervision of a department in which the student intends to teach and the Department of Education.

The residence requirements for the degree of master of education are the same as those for the degree of master of arts.

THESIS FOR THE MASTER'S DEGREE

The title of the thesis required in partial fulfillment of the requirements for the degree of master of arts or master of education must be approved by the department or departments concerned and filed with the Dean of the Graduate School on or before November 15 of the academic year in which it is expected that the degree will be conferred.

Three (or, at the discretion of the department, four) bound typewritten copies of each thesis must be submitted to the Dean of the Graduate School in approved form on or before May 15 of the year in which the degree is conferred. The thesis is passed upon and accepted or rejected by an examining committee of three members of the faculty. Two of the copies, the original and a carbon copy, are placed in the University Library. Each candidate is required to appear before the committee for a final examination. The oral portion of the examination will be at least one hour in length and will be either on the thesis or on the thesis and its related field; this choice and the length of the examination to be determined by the department with due consideration to the needs of the candidate and the subject matter of the thesis. The chair-

man of the committee will inform the other members of the committee of the character and scope of the examination.

SUMMER SCHOOL WORK FOR THE MASTER'S DEGREE

Graduate students may not receive more than six semester-hours of credit for work taken in one summer session of six weeks. The degree of master of arts or master of education can be earned in five such summer sessions by students who are well prepared for graduate work. All the work offered for the master's degree must be completed within a period of six years.

CREDIT TOWARD THE MASTER'S DEGREE FOR WORK DONE ELSEWHERE

No credit toward advanced degrees is given for university extension or correspondence courses.

Not more than six semester-hours of credit toward the master's degree may be given to graduates of Duke University or of other approved colleges or universities for acceptable graduate courses or research work completed elsewhere. Such credit shall not shorten the minimum period of residence required at Duke University.

THE DEGREE OF DOCTOR OF PHILOSOPHY

A student who plans to enter upon a program of work leading to the degree of doctor of philosophy should consult, or enter into correspondence with, the Dean of the Graduate School or the head of the department concerned. He will then be advised as to the possibility of securing the necessary instruction and supervision of research in the desired field.

The Council on Graduate Instruction has adopted the following regulations governing the conferring of the degree of doctor of philosophy:

1. The degree. The degree of doctor of philosophy is a research degree; it is not based merely upon the completion of a prescribed period of study or upon the obtaining of credit for a given number of courses. The granting of the degree will be based primarily upon evidence of high attainments in a special field of knowledge and upon the production of a thesis embodying the results of original research.

2. Residence Requirements. The normal period of resident graduate study, after the general requirements of admission to the Graduate School have been satisfied, is not less than three academic years. The candidate will be required to spend at least either the last year in actual residence at Duke University, or the first two years. A student whose undergraduate work is insufficient in amount or unsatisfactory in character may expect to spend additional time in preliminary courses essential as a basis for the graduate work he proposes to undertake. Credit for one

year of work done in summer school sessions may be given with the approval of the Graduate Council and of the department in which the student takes his major work. Except in unusual cases, graduate work of fragmentary character taken over a long period of years, or work completed many years before the student becomes a candidate for the degree at Duke University, will not be accepted as satisfying the requirements of residence.

3. Application for Candidacy for the Ph.D. degree. A student desiring to become a candidate for the Ph.D. degree is ordinarily required to file with the Dean of the Graduate School, not later than the beginning of the second year of graduate work, a formal application indicating in what department and under what professor he proposes to carry on research. A committee will then be appointed to supervise the student's work, with the professor in charge of his research as chairman. If and when the committee finds that the preliminary requirements of the major department have been satisfied, the chairman of the committee shall report the fact in writing to the Dean of the Graduate School. The student's program of study will be arranged after consultation with this committee and must secure its approval and that of the Graduate Council. In the case of students who come to Duke University for only the last year of graduate work, and in special cases approved by the Graduate Council, the application for recognition as a candidate for the Ph.D. degree may be filed later than provided above, but not later than October 15 of the academic year in which it is desired that the degree be conferred.

4. Preliminary Examination. Toward the end of the second full year of graduate work (or in special cases at the beginning of the third year), a preliminary examination of each candidate will be held covering the general field of his major subject. This examination will be conducted by the committee in charge of the student's work and will be either oral or written, or both, as the committee may determine. A student who passes this examination will be recognized as a candidate for the Ph.D. degree. At the discretion of a candidate's committee, the examination on his minor subject or subjects may be held at the time of his preliminary examination instead of at the time of his final examination.

5. Program of Study. The program of study of an applicant for the Ph.D. degree is subject to the approval of the Graduate Council and of the committee provided for in Section 3 above. The student must select a major field and one or two minor related fields. When a department offers instruction in a sufficient variety of subjects and the needs of the individual student seem to require it, the Graduate Council may permit a major and minor to be taken in the same department.

6. Foreign Language Requirements. A reading knowledge of French and German will ordinarily be required. A substitution for one of these languages may be made, however, by the consent of the Graduate Council and of the department in which a student takes his major work. The student will be examined on one of the foreign languages at the begin-

ning of his second year of graduate work, and should qualify in both by the end of the second year of his graduate work. After January 1, 1936, no person can come up for his preliminary examination without having satisfied the language requirements for the doctor's degree. The department in which he takes his major work may indicate preference as to the language in which the student shall first be examined. Foreign language examinations will be conducted by the appropriate language department in conjunction with the department in which the student has his major field of work.[1]

7. Thesis. The thesis for the Ph.D. degree must be a contribution to knowledge. The subject of the thesis must be filed with the Dean of the Graduate School on or before October 15 of the academic year in which the candidate desires to take the final examinations for his degree. The subject must receive the written approval of the head, or chairman, of the department in which the candidate has his major field of work and also of the professor under whom the thesis is being written. The thesis must be completed to the satisfaction of the professor under whom it is written, and four typewritten copies in approved form must be deposited with the Dean of the Graduate School on or before May 1, if the student desires to be examined on the thesis in the same academic year. Two of the copies, the original and a carbon copy, are placed in the University Library.

The title-page must be approved by the major department and by the Dean of the Graduate School.

The candidate's thesis must be published either in its original form or in a modified form approved by the Dean of the Graduate School and the committee in charge of the candidate's work. Copies of the published thesis should be deposited in the Graduate School office as provided by regulations of the Graduate Council. The degree will not be conferred until publication of the thesis, in approved form, within three years, has been guaranteed in a way satisfactory to the Dean of the Graduate School and the professor under whom the thesis was written.

8. Final Examination. The final examination on the thesis and on the subject matter of the major and minor fields will be oral. The examination on both thesis and major and minor work will be held at the same time unless otherwise arranged by special permission of the Graduate Council.

[1] See University Calendar.

COURSES OF INSTRUCTION

(This is a condensed description of courses. For full description, see Bulletin of the Graduate School.)

(Certain undergraduate courses are open to graduate students with the approval of the department. See the Bulletin of Undergraduate Instruction.)

BOTANY

FOR SENIORS AND GRADUATES

202. Genetics.—Prerequisites, one year of botany or zoölogy or equivalent, and college algebra. **4 s.h.**

DR. PERRY

[Not offered in 1935-1936]

211. Structure and Classification of Algae.— Prerequisite, two years of botany. **4 s.h.**

PROFESSOR BLOMQUIST

[Not offered in 1935-1936]

212. Structure and Classification of Bryophytes.—Prerequisite, two years of botany. **4 s.h.**

PROFESSOR BLOMQUIST

[Not offered in 1935-1936]

213. Structure and Classification of Pteridophytes.—Prerequisite, two years of botany. **4 s.h.**

PROFESSOR BLOMQUIST

216. Botanical Microtechnique.—Prerequisite, three semesters of botany. **4 s.h.**

PROFESSOR BLOMQUIST

221. Structure and Classification of Fungi.—Prerequisite, two years of botany. **4 s.h.**

PROFESSOR WOLF

223. Diseases of Plants.—Prerequisites, Botany 1, 2, and 52. **4 s.h.**

PROFESSOR WOLF

[Not offered in 1935-1936]

225-226. Special Problems.—Credits to be arranged. STAFF

252. Advanced Plant Physiology.– Prerequisite, Botany 151 or equivalent; organic chemistry recommended. **4 s.h.**

ASSISTANT PROFESSOR KRAMER

256. Field Ecology.—Prerequisites, Botany 1, 2, and 52 or equivalent. **4 s.h.**

DR. OOSTING

FOR GRADUATES

304. Advanced Plant Anatomy.— Prerequisites, Botany 103 or equivalent. **4 s.h.**

ASSISTANT PROFESSOR ADDOMS

341. Methods in Plant Physiology.—4 s.h.

ASSISTANT PROFESSOR KRAMER

342. Plant Microchemistry.—2 s.h.

ASSISTANT PROFESSOR ADDOMS

[Not offered in 1935-1936]

355-356. Advanced Taxonomy.—Prerequisite, Botany 52 or equivalent. **2-8 s.h.**

PROFESSOR BLOMQUIST

359-360. Research in Botany.—Credits to be arranged.

STAFF

397-398. General Botanical Seminar.—2 s.h.

STAFF

FOREST BOTANY

FOR SENIORS AND GRADUATES

224. Forest Pathology.—Prerequisites, Botany 1, 2, and 154. **4 s.h.**

PROFESSOR WOLF

254. Dendrology.—Prerequisite, two years of botany. **4 s.h.**

PROFESSOR KORSTIAN

CHEMISTRY

FOR SENIORS AND GRADUATES

215-216. Advanced Inorganic Chemistry.—Prerequisites, Chemistry 1-2, 61, 70, and 151-152. Chemistry 261-262, advanced physics, and ability to read German are desirable. **6 s.h.**

PROFESSOR VOSBURGH AND DR. HILL

231. Instrumental Analysis.—Prerequisite, Chemistry 70. Laboratory physics is desirable. **3 s.h.**

PROFESSOR VOSBURGH AND ASSISTANT PROFESSOR SAYLOR

232. Advanced Quantitative Analysis.—Prerequisites, Chemistry 70, 151-152. **3 s.h.**

PROFESSOR VOSBURGH; ASSOCIATE PROFESSOR BIGELOW; AND DR. BROWN

241. Physiological Chemistry.—Prerequisites, Chemistry 70 and 151-152. Course 261-262 is desirable though not required. **4 s.h.**

PROFESSOR WILSON

242. Metabolism.—4 s.h.

PROFESSOR WILSON AND MR. JORDAN

253-254. Advanced Organic Chemistry.—Prerequisites, Chemistry 151-152 or equivalent and a reading knowledge of German. **8 s.h.**

ASSOCIATE PROFESSOR BIGELOW; ASSISTANT PROFESSOR HAUSER; AND DR. BROWN

260. Colloid Chemistry.—3 s.h.

PROFESSOR VOSBURGH AND ASSISTANT PROFESSOR SAYLOR

261-262. Physical and Electro Chemistry.—Prerequisites, Chemistry 70, 151-152, college physics, and college algebra. Calculus is desirable but is not required. **6 s.h.**

PROFESSOR GROSS AND ASSISTANT PROFESSOR SAYLOR

271. Introduction to Research.—1 s.h.

PROFESSORS GROSS AND VOSBURGH; ASSOCIATE PROFESSOR BIGELOW

273-274. Seminar.—2 s.h.

PROFESSORS GROSS AND VOSBURGH; ASSOCIATE PROFESSOR BIGELOW; ASSISTANT PROFESSORS HAUSER AND SAYLOR; AND DRS. BROWN AND HILL

275-276. Research.—3 or 6 s.h.

PROFESSORS GROSS AND VOSBURGH; ASSOCIATE PROFESSOR BIGELOW; ASSISTANT PROFESSORS HAUSER AND SAYLOR; AND DRS. BROWN AND HILL

FOR GRADUATES

351-352. Advanced Synthetic Organic Chemistry.—2 s.h.

ASSOCIATE PROFESSOR BIGELOW

361-362. Chemical Thermodynamics.—Prerequisite, Chemistry 261-262 or its equivalent. **6 s.h.**

PROFESSOR GROSS

363-364. Chemical Kinetics.—Prerequisite, Chemistry 261-262 or its equivalent. **6 s.h.**

PROFESSOR GROSS AND DR. HILL

365. Phase Rule.—3 s.h.

PROFESSOR VOSBURGH

ECONOMICS

FOR SENIORS AND GRADUATES

203-204. Money, Banking, and Credit.—3 s.h.
PROFESSOR GLASSON

211-212. History of Political Economy.—Old number 210. **6 s.h.**
PROFESSOR HAMILTON

213-214. Advanced Economic Theory.—Old number 212. **6 s.h.**
PROFESSOR HOOVER AND ASSOCIATE PROFESSOR SPENGLER

215. Economic Systems.—Old number 214. **3 s.h.**
PROFESSOR HOOVER AND ASSOCIATE PROFESSOR SPENGLER

216. Economic Functions of the State.—Old number 215. **3 s.h.**
PROFESSOR HOOVER

217. Economic Stabilization.—3 s.h.
ASSOCIATE PROFESSOR SPENGLER
[Not offered in 1935-1936]

218. Population Problems and the Standard of Living.—3 s.h.
ASSOCIATE PROFESSOR SPENGLER

231. The Economic History of England.—3 s.h.
ASSISTANT PROFESSOR ROBERTS

232. Economic History of the United States.—3 s.h.
ASSISTANT PROFESSOR ROBERTS

236. Public Finance.—3 s.h.
ASSISTANT PROFESSOR RATCHFORD

237. American Federal Finance.—3 s.h.
[Not offered in 1935-1936]

239. Price Theory and History.—3 s.h.
PROFESSOR HAMILTON

240. Modern Schools of Economic Thought.—3 s.h.
PROFESSOR HAMILTON

253. Trade Unionism and Labor Problems.—3 s.h.
ASSISTANT PROFESSOR SCOTT

254. Industrial Relations.—Course 253 is a prerequisite. Old number 255. **3 s.h.**
[Not offered in 1935-1936]

255. Labor Administration.—Old number 256. **3 s.h.**
[Not offered in 1935-1936]

256. Labor Legislation.—Old number 257. **3 s.h.**

ASSISTANT PROFESSOR SCOTT

265. International Trade and Tariff Policies.—3 s.h.

ASSISTANT PROFESSOR ROBERTS

266. International Finance.—3 s.h.

ASSISTANT PROFESSOR ROBERTS

267-268. Business History.—4 s.h.

PROFESSOR HAMILTON

[Not offered in 1935-1936]

275-276. Advanced Industrial Accounting and Management.—Courses 57-58 and 105 are ordinarily prerequisites for this course. Old number 275. **6 s.h.**

MR. BLACK

[Not offered in 1935-1936]

FOR GRADUATES

331. Advanced Banking.—2 s.h.

PROFESSOR GLASSON

350. Research in Finance.—Old number 349. **2 s.h.**

PROFESSOR GLASSON

318. General Seminar in Economics.—2 s.h.

STAFF

EDUCATION

ELEMENTARY EDUCATION

FOR SENIORS AND GRADUATES

207. Technique of Teaching.—3 s.h.

[Not offered in 1935-1936]

ASSOCIATE PROFESSOR CARR

212. Psychology of the Elementary School Subjects.—3 s.h.

ASSOCIATE PROFESSOR CARR

222. The Curriculum and Materials of the Elementary Grades.—3 s.h.

ASSOCIATE PROFESSOR CARR

232. Elementary-School Supervision.—3 s.h.

ASSOCIATE PROFESSOR CARR

[Not offered in 1935-1936]

EXPERIMENTAL EDUCATION AND EDUCATIONAL PSYCHOLOGY

FOR SENIORS AND GRADUATES

208. Mental Tests and Applications.—Prerequisite, course 258 or six semester-hours of other work in educational psychology or psychology. **3 s.h.**

ASSISTANT PROFESSOR EASLEY

209. Statistical Methods Applied to Education.—3 s.h.
ASSISTANT PROFESSOR EASLEY

216. Psychological Principles of Secondary Education.—3 s.h.
PROFESSOR CHILDS

[Not offered in 1935-1936]

218. Educational Implications of Genetic Psychology.—Prerequisite, six semester-hours of psychology or educational psychology. **3 s.h.**
PROFESSOR BROWNELL

[Not offered in 1935-1936]

219. Experimental Education.—3 s.h.
PROFESSOR BROWNELL

227. The Psychology of Learning: Problems.—3 s.h.
ASSISTANT PROFESSOR EASLEY

228. The Psychology of Learning: Theoretical and Experimental.—Prerequisite, 227 or its equivalent. **3 s.h.**
ASSISTANT PROFESSOR EASLEY

[Not offered in 1935-1936]

237. Investigations in Reading.—3 s.h.
ASSOCIATE PROFESSOR CARR

247. Investigations in Arithmetic.—3 s.h.
PROFESSOR BROWNELL

258. Educational Measurements.—Prerequisite, twelve semester-hours in the department, including a course in educational psychology. **3 s.h.**
PROFESSOR BROWNELL

FOR GRADUATES

307-308. Seminar in Educational Psychology.—2 s.h.
PROFESSOR BROWNELL AND ASSISTANT PROFESSOR EASLEY

309-319. Research in Educational Psychology.—3 to 6 s.h.
PROFESSOR BROWNELL

318. Investigation of Study Problems.—3 s.h.
PROFESSOR BROWNELL

[Not offered in 1935-1936]

338. Research in Reading.—Education 247 is advised as a preliminary course, but is not required. **3 s.h.**
ASSOCIATE PROFESSOR CARR

[Not offered in 1935-1936]

348. Research in Arithmetic.—Education 247 is advised as a preliminary course, but is not required. **3 s.h.**
PROFESSOR BROWNELL

[Not offered in 1935-1936]

HISTORY AND PHILOSOPHY OF EDUCATION

FOR SENIORS AND GRADUATES

200. Introduction to the Philosophy of Education.—3 s.h.

PROFESSOR HOLTON

[Not offered in 1935-1936]

214. History of Education in the United States.—3 s.h.

PROFESSOR HOLTON

[Not offered in 1935-1936]

224. Current Problems in Public Education as Revealed Through School Surveys.—3 s.h.

PROFESSOR HOLTON

[Not offered in 1935-1936]

244. Studies in the Historical Development of Public-School Administration.—3 s.h.

PROFESSOR HOLTON

[Not offered in 1935-1936]

254. History of Secondary Education in the United States.—3 s.h.

PROFESSOR PROCTOR

264. Recent Movements in American Education.—3 s.h.

PROFESSOR HOLTON

294. Comparative Education: Recent Movements in European Educational Systems.—3 s.h.

ASSOCIATE PROFESSOR CARR

PUBLIC SCHOOL ADMINISTRATION

FOR SENIORS AND GRADUATES

233. Administrative Pupil-Accounting.—3 s.h.

PROFESSOR PROCTOR

234. Secondary-School Organization and Administration.—3 s.h.

PROFESSOR PROCTOR

253. Legal Phases of School Administration.—3 s.h.

PROFESSOR HOLTON

[Not offered in 1935-1936]

FOR GRADUATES

323. Public School Finance.—3 s.h.

PROFESSOR PROCTOR

[Not offered in 1935-1936]

343. State and County School Administration.—3 s.h.

PROFESSOR PROCTOR

[Not offered in 1935-1936]

363. City School Administration.—3 s.h.

PROFESSOR PROCTOR

SECONDARY EDUCATION AND EDUCATIONAL SOCIOLOGY

FOR SENIORS AND GRADUATES

206. Sociological Foundations of the Secondary-School Subjects.—Prerequisite, six semester-hours in education, including course 105. **3 s.h.**

PROFESSOR CHILDS

[Not offered in 1935-1936]

215. Principles of Educational and Vocational Guidance.—Prerequisites, courses in sociology or educational sociology. **3 s.h.**

PROFESSOR CHILDS

[Not offered in 1935-1936]

225. The Teaching of High-School History.—3 s.h.

ASSOCIATE PROFESSOR SHRYOCK AND ASSISTANT PROFESSOR MANCHESTER

246. The Teaching of Mathematics.—3 s.h.

PROFESSOR RANKIN

266. The Teaching of High-School French.—3 s.h.

PROFESSOR WEBB

FOR GRADUATES

300. Methods of Educational Research: Seminar.—3 s.h.

MEMBERS OF THE DEPARTMENT

ENGLISH

FOR SENIORS AND GRADUATES

201-202. Anglo-Saxon.—6 s.h.

PROFESSOR BROWN

203-204. Chaucer.—6 s.h. PROFESSOR BAUM

205-206. Middle English.—6 s.h.

PROFESSOR BAUM

207-208. English Literature, 1400-1550.—6 s.h.

PROFESSOR BAUM

[Not offered in 1935-1936]

209-210. English Romances.—6 s.h.

PROFESSOR BROWN

[Not offered in 1935-1936]

213-214. The Ballad and Other Folk-Lore.—6 s.h.

PROFESSOR BROWN

215-216. The Drama of the Elizabethan Period.—6 s.h.

PROFESSOR GILBERT

217-218. Spenser and Milton.—6 s.h.

PROFESSOR GILBERT

219-220. English Literature, 1660-1798.—6 s.h.

PROFESSOR WHITE

[Not offered in 1935-1936]

221. The Drama in England, 1640-1770.—3 s.h.

PROFESSOR BAUM

[Not offered in 1935-1936]

225-226. Studies in Victorian Literature.—6 s.h.

PROFESSOR BAUM

227-228. Literary Criticism.—6 s.h.

PROFESSOR GILBERT

229-230. American Literature, 1800-1870.—6 s.h.

PROFESSOR HUBBELL

[Not offered in 1935-1936]

231-232. Special Studies in American Authors.—6 s.h.

ASSOCIATE PROFESSOR GOHDES

[Not offered in 1935-1936]

233-234. American Literature since 1870.—6 s.h.

ASSOCIATE PROFESSOR GOHDES

FOR GRADUATES

301. Bibliography and Methods of Research.—3 s.h.

PROFESSOR GILBERT

303-304. The Elizabethan Period.—6 s.h. PROFESSOR GILBERT

[Not offered in 1935-1936]

305. The Early Renaissance.—3 s.h.

[Not offered in 1935-1936] PROFESSOR BAUM

307-308. Southern Literature and Culture.—6 s.h.

PROFESSOR HUBBELL

309. Chaucer.—3 s.h.

[Not offered in 1935-1936] PROFESSOR BAUM

313-314. Studies in the Romantic Writers of the Early Nineteenth Century.—6 s.h. PROFESSOR WHITE

[Not offered in 1935-1936]

FORESTRY

FOR SENIORS AND GRADUATES

224. Forest Pathology.—Prerequisites, general botany and dendrology or equivalent. **4 s.h.**

PROFESSOR WOLF

254. Dendrology.—Prerequisite, two years of botany or forestry. **4 s.h.**
PROFESSOR KORSTIAN

261. Introduction to Forest Soils.—4 s.h.
PROFESSOR KORSTIAN AND MR. COILE

FOR GRADUATES

323-324. Advanced Forest Pathology.—Prerequisites, plant physiology and forest pathology. Credits to be arranged.
PROFESSOR WOLF

351-352. Advanced Physiology of Forest Trees.—Prerequisites, plant physiology and plant ecology. Credits to be arranged.
ASSISTANT PROFESSOR KRAMER

357-358. Research in Forestry.—Credits to be arranged.

a. Advanced Silvics.
PROFESSOR KORSTIAN

b. Advanced Forest Soils.
PROFESSOR KORSTIAN AND MR. COILE

c. Advanced Silviculture.*
PROFESSOR KORSTIAN AND ASSISTANT PROFESSOR MAUGHAN

d. Advanced Forest Management.*
ASSISTANT PROFESSOR MAUGHAN

e. Advanced Forest Regulation.*
ASSISTANT PROFESSOR MAUGHAN

GERMAN LANGUAGE AND LITERATURE

FOR SENIORS AND GRADUATES

German 201-202. Goethe.—6 s.h. PROFESSOR KRUMMEL

German 207-208. German Romanticism.—6 s.h.
PROFESSOR VOLLMER

German 209-210. Nineteenth-Century Drama.—6 s.h.
PROFESSOR KRUMMEL
[Not offered in 1935-1936]

German 211-212. Heinrich Heine.—6 s.h. PROFESSOR VOLLMER
[Not offered in 1935-1936]

German 213-214. German Literature during the Empire, 1870-1914.—6 s.h.
PROFESSOR VOLLMER

FOR GRADUATES

301-302. Gothic—Old German.—6 s.h. PROFESSOR VOLLMER

* Open only to graduates of professional schools of forestry of recognized standing who have satisfactorily completed introductory courses in forestry and allied subjects.

GREEK

FOR SENIORS AND GRADUATES

201-202. Greek Drama.—6 s.h.

PROFESSOR PEPPLER

203-204. Homer.—*Odyssey.* **Pindar and Bacchylides. 6 s.h.**

PROFESSOR PEPPLER

205-206. Greek Historians.—6 s.h.

PROFESSOR PEPPLER

207-208. Greek Orators.—6 s.h.

PROFESSOR PEPPLER

209-210. Plato.—6 s.h.

ASSISTANT PROFESSOR WAY

211-212. Aristophanes.—6 s.h.

PROFESSOR PEPPLER

(Only one of the six courses listed above is offered each year.)

243. Athenian Topography.—3 s.h.

ASSISTANT PROFESSOR WAY

244. Greek Epigraphy.—3 s.h.

ASSISTANT PROFESSOR WAY

245. Greek Dialects.—3 s.h.

ASSISTANT PROFESSOR WAY

246. Greek Historical Inscriptions.—3 s.h.

ASSISTANT PROFESSOR WAY

247-248. Greek Archaeology.—6 s.h.

ASSISTANT PROFESSOR WAY

FOR GRADUATES

The more advanced work of the graduate department is done in the seminar. One author or group of authors forms the center of study each year. Seminars are offered in *Aristophanes* (course 301-302), the *Greek Historians* (303-304), the *Attic Orators* (305-306), and the *Greek Tragic Poets* (307-308). These run through a cycle of four years. In 1935-1936 the work will be

307-308. Seminar in the Tragic Poets.—6 s.h. PROFESSOR PEPPLER

HISTORY

AMERICAN HISTORY

FOR SENIORS AND GRADUATES

209-210. Constitutional History of the United States, 1763-1860.—6 s.h.

PROFESSOR BOYD

[Not offered in 1935-1936]

215-216. History of the Foreign Relations of the United States.—Prerequisites, courses 91 and 92. **6 s.h.**

PROFESSOR RIPPY

[Not offered in 1935-1936]

230. The History of North Carolina.—3 s.h.

PROFESSOR BOYD

231. The Hispanic Colonies of the New World.—3 s.h.

ASSISTANT PROFESSOR LANNING

233-234. The Hispanic-American Republics.—6 s.h.

PROFESSOR RIPPY

[Not offered in 1935-1936]

FOR GRADUATES

303. The Union, Confederacy, and Reconstruction.—4 s.h.

PROFESSOR BOYD

306. Southern History, 1763-1860.—4 s.h.

PROFESSOR BOYD

[Not offered in 1935-1936]

307. The Colonial Period, 1606-1763.—4 s.h.

PROFESSOR BOYD

[Not offered in 1935-1936]

308. Studies in the Social History of the United States.—4 s.h.

PROFESSOR SHRYOCK

315. Seminar in Southern History.—2 s.h.

PROFESSORS BOYD AND SHRYOCK

321. Studies in the Diplomatic History of the United States.—4 s.h.

PROFESSOR RIPPY

[Not offered in 1935-1936]

322. Seminar in American Social History.—2 s.h.

PROFESSOR SHRYOCK

EUROPEAN HISTORY

FOR SENIORS AND GRADUATES

205-206. English Constitutional History.—6 s.h.

PROFESSOR LAPRADE

[Not offered in 1935-1936]

217-218. Europe Since 1870.—6 s.h.

ASSOCIATE PROFESSOR CARROLL

[Not offered in 1935-1936]

219-220. The History of the European Proletariate.—6 s.h.

ASSOCIATE PROFESSOR CARROLL

221-222. The Age of the Renaissance.—6 s.h.
ASSISTANT PROFESSOR NELSON

223-224. Medieval Institutions and Culture.—6 s.h.
ASSISTANT PROFESSOR MACKAY

225-226. The Age of the Reformation.—6 s.h.
[Not offered in 1935-1936] ASSISTANT PROFESSOR NELSON

FOR GRADUATES

305. A Seminar in the History of England and the British Empire.—2 s.h.
PROFESSOR LAPRADE

317. A Seminar in Recent European History.—2 s.h.
ASSOCIATE PROFESSOR CARROLL

325. British Nationality and Public Opinion.—4 s.h.
[Not offered in 1935-1936] PROFESSOR LAPRADE

327. Modern Phases of the English Constitution.—4 s.h.
PROFESSOR LAPRADE

328. Foundations of the British Empire.—4 s.h.
PROFESSOR LAPRADE
[Not offered in 1935-1936]

THE TEACHING OF HISTORY

FOR SENIORS AND GRADUATES

211. The Teaching of History and Civics.—3 s.h.
ASSISTANT PROFESSOR MANCHESTER

BIBLIOGRAPHY

FOR GRADUATES

326. Historiography and Bibliography.—2 s.h.
[Not offered in 1935-1936] THE STAFF

LATIN AND ROMAN STUDIES

FOR SENIORS AND GRADUATES

203-204. Roman Epic Poetry.—6 s.h.
ASSISTANT PROFESSOR GATES

205-206. Roman Drama.—
[Not offered in 1935-1936]

207-208. Roman Philosophy.—6 s.h.
PROFESSOR ANDERSON

209-210. Vulgar Latin and Introduction to Romance Philology.—
[Not offered in 1935-1936]

215. Introduction to Roman Art and Archaeology.—
[Not offered in 1935-1936]

216. Topography and Monuments of Ancient Rome.—3 s.h.
PROFESSOR ROSBOROUGH

229-230. Sight Reading and Composition.—
[Not offered in 1935-1936]

251-252. Roman Life.—
[Not offered in 1935-1936]

261-262. Latin Epigraphy.—6 s.h.
PROFESSOR ROSBOROUGH

275-276. Linguistics.—6 s.h.
PROFESSOR ANDERSON

281-282. Roman Historical Literature.—
[Not offered in 1935-1936]

FOR GRADUATES

The more advanced graduate work of the department is done in the seminar. A chosen author or field is made the basis for study in interpretation, criticism, and research. The authors or subjects vary from year to year, and in 1935-1936 one of the following will later be chosen:

321-322. Seminar in Plautus.—6 s.h. PROFESSOR ANDERSON
[Not offered in 1935-1936]

341-342. Seminar in the Alexander Romance With Special Reference to the Version of Julius Valerius.—6 s.h. PROFESSOR ANDERSON
[Not offered in 1935-1936]

351-352. Seminar in Martial.—6 s.h. PROFESSOR ROSBOROUGH

361-362. Seminar in Horace.—6 s.h. PROFESSOR ANDERSON
[Not offered in 1935-1936]

MATHEMATICS

FOR SENIORS AND GRADUATES

201. History of Mathematics.—3 s.h.
PROFESSOR RANKIN

***204. The Teaching of Mathematics.**—Prerequisite, course 100 unless the two are taken simultaneously. **3 s.h.**
PROFESSOR RANKIN

207. Fundamental Concepts of Algebra and Geometry.—Prerequisite, course 100. **3 s.h.**
PROFESSOR RANKIN

* This course carries graduate credit only for students whose major subject is education.

225. Theory of Equations and Determinants.—Prerequisite, course 55. **3 s.h.**

PROFESSOR ELLIOTT

226. Galois Theory of Equations.—Prerequisite, course 225. **3 s.h.**

ASSISTANT PROFESSOR CARLITZ

228. Number Theory.—Prerequisite, course 100. **3 s.h.**

ASSISTANT PROFESSOR ROBERTS

229. Theory of Algebraic Numbers.—Prerequisite, course 225. **3 s.h.**

ASSISTANT PROFESSOR CARLITZ

231. Differential Equations.—Prerequisite, course 100. **3 s.h.**

PROFESSOR ELLIOTT

235-236. Modern Higher Algebra.—Prerequisite, course 55. **6 s.h.**

PROFESSOR THOMAS

239-240. Advanced Calculus.—Prerequisite, course 100. **6 s.h.**

PROFESSOR ELLIOTT

250. Modern Geometry.—Prerequisite, course 55. **3 s.h.**

PROFESSOR RANKIN

252. Non Euclidean Geometry.—Prerequisite, course 100. **3 s.h.**

ASSISTANT PROFESSOR ROBERTS

255-256. Projective Geometry.—Prerequisite, course 55. **6 s.h.**

PROFESSOR THOMAS

259-260. Analytic Geometry of Space.—Prerequisite, course 55. **6 s.h.**

PROFESSOR ELLIOTT

270. Topology.—Prerequisite, course 239. **3 s.h.**

ASSISTANT PROFESSOR ROBERTS

275. Probability.—Prerequisite, course 100. **3 s.h.**

ASSISTANT PROFESSOR MILES

276. Probability.—Continuation of course 275. **3 s.h.**

ASSISTANT PROFESSOR MILES

280. Fourier's Series and Spherical Harmonics.—Prerequisite, course 100. **3 s.h.**

ASSISTANT PROFESSOR DALE

281. Elementary Potential Theory.—Prerequisite, course 100. **3 s.h.**

ASSISTANT PROFESSOR MILES

284. Vector Analysis.—Prerequisite, course 100. **3 s.h.**

PROFESSOR ELLIOTT

FOR GRADUATES

325-326. Functions of a Real Variable.—Prerequisite, course 240.

ASSISTANT PROFESSOR ROBERTS

327-328. Modern Theories of Integration.—Prerequisite, course 239-240. **6 s.h.**

ASSISTANT PROFESSOR MILES

330-331. Theory of Functions of a Complex Variable.—Prerequisite, course 239-240. **6 s.h.**

ASSISTANT PROFESSOR HICKSON

333-334. Analytic Theory of Numbers.—Prerequisite, course 325-326. **6 s.h.**

ASSISTANT PROFESSOR CARLITZ

335-336. Infinite Series.—Prerequisite, course 239-240. **6 s.h.**

ASSISTANT PROFESSOR DALE

337-338. Existence Theorems.—Prerequisite, course 239-240. **6 s.h.**

PROFESSOR THOMAS

340-341. Integral Equations.—Prerequisites, courses 231 and 239-240. **6 s.h.**

PROFESSOR ELLIOTT

342-343. Theory of Differential Equations.—Prerequisites, courses 231 and 239-240. **6 s.h.**

PROFESSOR ELLIOTT

345-346. Calculus of Variations.—Prerequisites, courses 231, 239-240. **6 s.h.**

ASSISTANT PROFESSOR HICKSON

347-348. Elliptic Functions.—Prerequisite, course 239-240. **6 s.h.**

ASSISTANT PROFESSOR CARLITZ

350-351. Differential Geometry.—Prerequisites, courses 231, 239-240. **6 s.h.**

PROFESSOR THOMAS

355. Algebraic Geometry.—Prerequisite, course 235. **3 s.h.**

ASSISTANT PROFESSOR DALE

375-376. Partial Differential Equations.—Prerequisites, course 231, 239-240. **6 s.h.**

ASSISTANT PROFESSOR MILES

380-381. Potential Theory.—Prerequisite, course 325-326, unless the two courses are taken simultaneously. **6 s.h.**

ASSISTANT PROFESSOR MILES

PHILOSOPHY

FOR SENIORS AND GRADUATES

201-202. The Philosophy of Art.—6 s.h.

PROFESSOR GILBERT

[Not offered in 1935-1936]

203. The Philosophy of Conduct.—3 s.h.

PROFESSOR CRANFORD

204. Christian Ethics.—3 s.h.

PROFESSOR CRANFORD

205. The Philosophy of History.—3 s.h.

PROFESSOR WIDGERY

[Not offered in 1935-1936]

207. Political Philosophy.—3 s.h.

PROFESSOR WIDGERY

209-210. The Philosophy of Religion.—6 s.h.

PROFESSOR WIDGERY

211-212. The History of Philosophy.—6 s.h.

PROFESSOR WIDGERY

[Not offered in 1935-1936]

213-214. History of Aesthetics.—6 s.h.

PROFESSOR GILBERT

216. Contemporary Philosophy.—3 s.h.

PROFESSOR WIDGERY

[Not offered in 1935-1936]

221. Spinoza.—3 s.h.

PROFESSOR GILBERT

[Not offered in 1935-1936]

223-224. Idealism and Rationalism.—6 s.h.

PROFESSOR CRANFORD

226. History of Ethics.—3 s.h.

PROFESSOR WIDGERY

227. Hegel.—3 s.h.

PROFESSOR GILBERT

FOR GRADUATES

301-302. Seminar in Philosophy.—4 s.h.

PROFESSOR WIDGERY

303. Seminar in the History of Modern Philosophy.—4 s.h.

PROFESSOR WIDGERY

[Not offered in 1935-1936]

PHYSICS

FOR SENIORS AND GRADUATES

203-204. Analytical Mechanics.—6 s.h.

DR. MOUZON

205-206. Physical Optics.—6 s.h.

PROFESSOR HATLEY

207-208. Electricity and Magnetism.—6 s.h.

ASSISTANT PROFESSOR CONSTANT

211-212. History of Physics.—2 s.h.

PROFESSOR EDWARDS

213-214. Contemporary Physics.—6 s.h.

ASSISTANT PROFESSORS NIELSEN AND CONSTANT AND DR. MOUZON

215-216. Advanced Physics Laboratory.—2-4 s.h.

ASSISTANT PROFESSORS NIELSEN AND CONSTANT AND DR. MOUZON

FOR GRADUATES

303-304. Kinetic Theory of Matter.—6 s.h.

ASSISTANT PROFESSOR NIELSEN

305-306. Introduction to Theoretical Physics.—6 s.h.

ASSISTANT PROFESSOR CONSTANT

311. Conduction of Electricity Through Gases.—3 s.h.

PROFESSOR EDWARDS

[Not offered in 1935-1936]

312. Spectroscopy.—3 s.h.

PROFESSOR EDWARDS

[Not offered in 1935-1936]

315-316. Principles of the Quantum Theory.—6 s.h.

ASSISTANT PROFESSOR CONSTANT

[Not offered in 1935-1936]

317. Advanced Dynamics.—Prerequisites, Mathematics 231, 239, 240, and Physics 203-204. **3 s.h.**

DR. MOUZON

318. Electrodynamics.—3 s.h.

ASSISTANT PROFESSOR CONSTANT

320. X-rays.—3 s.h.

PROFESSOR HATLEY

323. Theory of Atomic Spectra.—3 s.h.

ASSISTANT PROFESSOR NIELSEN

[Not offered in 1935-1936]

324. Theory of Molecular Spectra.—3 s.h.

ASSISTANT PROFESSOR NIELSEN

[Not offered in 1935-1936]

325. Thermodynamics.—3 s.h.

ASSISTANT PROFESSOR NIELSEN

326. Statistical Mechanics.—3 s.h.

ASSISTANT PROFESSOR NIELSEN

351-352. Seminar.

ASSISTANT PROFESSORS NIELSEN AND CONSTANT AND DR. MOUZON

353-354. Thesis Seminar.

THE STAFF

Courses in Electrical Engineering open to students in Physics desiring minor work in Electrical Engineering.

257. Principles of Electrical Engineering: Advanced Alternating Currents.—Prerequisites, Engineering courses 151-152, Mathematics 25, 30, 231. **3 s.h.**

PROFESSOR ————

258. Principles of Electrical Engineering: Advanced Alternating Currents.—Prerequisite, Engineering 257. **6 s.h.**

PROFESSOR ————

261-262. High Frequency Alternating Currents.—6 s.h.

PROFESSOR SEELEY

263-264. Mathematical Analysis of Electrical Circuits.—Prerequisites, Engineering 151-152, and Mathematics 231. **6 s.h.**

PROFESSOR SEELEY

POLITICAL SCIENCE

FOR SENIORS AND GRADUATES

207. American Constitutional Law and Theory.—3 s.h.

PROFESSOR WILSON

[Not offered in 1935-1936]

209. State and Local Governments in the United States.—3 s.h.

PROFESSOR RANKIN

223. Political Thought to the Seventeenth Century.—3 s.h.

PROFESSOR WILSON

224. Modern Political Theory.—3 s.h.

PROFESSOR WILSON

225-226. Comparative Government.—6 s.h.

ASSISTANT PROFESSOR COLE

227-228. International Law and International Organization.—6 s.h.

PROFESSOR WILSON

229. American Political Institutions.—3 s.h.

PROFESSOR RANKIN

294. Municipal Government and Administration.—3 s.h.

PROFESSOR RANKIN

FOR GRADUATES

310. Seminar in State Government.—3 s.h.

PROFESSOR RANKIN

328. Seminar in International Law.—3 s.h.

PROFESSOR WILSON

[Not offered in 1935-1936]

PSYCHOLOGY

FOR SENIORS AND GRADUATES

201. Social Psychology.—2 s.h.

PROFESSOR MCDOUGALL

202. Psychology of Aesthetics.—3 s.h.

ASSOCIATE PROFESSOR LUNDHOLM

205-206. General Psychology from a Personalistic Basis.—2 s.h.

VISITING PROFESSOR STERN

208. Neurological Foundations of Psychology.—4 s.h.

ASSISTANT PROFESSOR ZENER

209. Advanced Laboratory Psychology, With Lectures.—4 s.h.

ASSISTANT PROFESSOR ZENER

210. Physiological Psychology.—3 s.h.

ASSISTANT PROFESSOR ZENER

[Not offered in 1935-1936]

212. Psychology of Childhood and Growth.—1 s.h.

VISITING PROFESSOR STERN

[Not offered in 1935-1936]

215. Child Psychology.—3 s.h.

ASSISTANT PROFESSOR ADAMS

216. Seminar in Comparative Psychology.—2 or 3 s.h.

ASSISTANT PROFESSOR ADAMS

[Not offered in 1935-1936]

217. Gestalt Theory.—3 s.h.

ASSISTANT PROFESSOR ADAMS

[Not offered in 1935-1936]

219. History of Psychology.—2 s.h.

PROFESSOR MCDOUGALL

[Not offered in 1935-1936]

223. Abnormal Psychology.—3 s.h.

ASSOCIATE PROFESSOR LUNDHOLM

224. Laboratory Methods in Animal Psychology.—3 s.h.
ASSISTANT PROFESSOR ADAMS

225. Contemporary Schools of Psychology.—3 s.h.
ASSISTANT PROFESSOR ZENER

231-232. Introduction to Research.—2 or 3 s.h.
PROFESSOR MCDOUGALL, VISITING PROFESSOR STERN, ASSOCIATE PROFESSORS LUNDHOLM AND RHINE, AND ASSISTANT PROFESSORS ADAMS AND ZENER

FOR GRADUATES

302. Seminar in Abnormal Psychology.—2 or 3 s.h.
ASSOCIATE PROFESSOR LUNDHOLM

303-304. Research.—2 or 3 s.h.
PROFESSOR MCDOUGALL, VISITING PROFESSOR STERN, ASSOCIATE PROFESSORS LUNDHOLM AND RHINE, AND ASSISTANT PROFESSORS ADAMS AND ZENER

305. Seminar.—2 or 3 s.h.
PROFESSOR MCDOUGALL

306. Seminar in Child Psychology.—2 or 3 s.h.
ASSISTANT PROFESSOR ADAMS

307. Seminar on Psychology of Personality.—3 s.h.
ASSOCIATE PROFESSOR RHINE

309. Theory of Learning.—3 s.h.
ASSISTANT PROFESSOR ADAMS

310. Introduction to and Critical Survey of Parapsychology (Psychical Research).—1 s.h.
ASSOCIATE PROFESSOR RHINE

311. Seminar.—2 or 3 s.h.
VISITING PROFESSOR STERN

RELIGION

NEW TESTAMENT

FOR SENIORS AND GRADUATES

213-214. The Beginnings of Christianity.—6 s.h.
DR. CLARK

217. The New Testament in Greek.—Prerequisite, six semester-hours study of the Greek language. **3 s.h.**
DR. CLARK

218. Galatians and I Corinthians.—Prerequisite, New Testament 217 or its equivalent. **3 s.h.**
DR. CLARK

219. Life of Paul.—3 s.h.

PROFESSOR MYERS

220. I Peter and the Gospel of John.—Prerequisite, New Testament 217 or its equivalent. **3 s.h.**

DR. CLARK

[Not offered in 1935-1936]

FOR GRADUATES

311. The Life and Teachings of Jesus.—Prerequisite, New Testament 213-214. **3 s.h.**

PROFESSOR BRANSCOMB

312. New Testament Theology.—Prerequisite, New Testament 213-214. **3 s.h.**

PROFESSOR BRANSCOMB

314. Romans, James, and I John.—Prerequisite, New Testament 213-214. **3 s.h.**

PROFESSOR BRANSCOMB

315. Judaism at the Beginning of the Christian Era.—Prerequisite, New Testament 213-214. **3 s.h.**

PROFESSOR BRANSCOMB

316. Hellenistic Religions at the Beginning of the Christian Era.—Prerequisite, New Testament 213-214. **3 s.h.**

DR. CLARK

317. Textual Criticism.—Prerequisite, New Testament 213-214 and six semester-hours study of the Greek language. **6 s.h.**

DR. CLARK

411-412. Seminar.—4 s.h.

DR. CLARK

OLD TESTAMENT

FOR SENIORS AND GRADUATES

201-202. Introductory Hebrew.—6 s.h.

PROFESSOR ————

203-204. Introduction to the Old Testament.—6 s.h.

PROFESSOR RUSSELL

FOR GRADUATES

301. Old Testament Theology.—Prerequisite, Old Testament 203-204. **3 s.h.**

PROFESSOR RUSSELL

302. The Exegesis of Selected Books of the Old Testament.—Prerequisite, Old Testament 203-204. **3 s.h.**

PROFESSOR RUSSELL

303. Old Testament Literature.

PROFESSOR RUSSELL

307-308. The Old Testament in Hebrew.—6 s.h.

PROFESSOR RUSSELL

CHRISTIAN DOCTRINE

FOR GRADUATES

321. Introduction to the Science of Theology.—3 s.h.

PROFESSOR ROWE

322. The Content of Christian Doctrine.—3 s.h.

PROFESSOR ROWE

323. Theology in Ancient and Medieval Christianity.—Prerequisite, Christian Doctrine 321-322. **3 s.h.**

PROFESSOR ROWE

324. Theology in Modern Christianity.—Prerequisite, Christian Doctrine 321-322. **3 s.h.**

PROFESSOR ROWE

325. Soteriology.—Prerequisite, Christian Doctrine 321-322. **3 s.h.**

PROFESSOR ROWE

326. Eschatology.—Prerequisite, Christian Doctrine 321-322. **3 s.h.**

PROFESSOR ROWE

HISTORY OF RELIGION

FOR SENIORS AND GRADUATES

281. The Nature and Early Development of Religion.—3 s.h.

PROFESSOR CANNON

282. Living Religions of the World.—3 s.h.

PROFESSOR CANNON

283. Expansion of Christianity.—3 s.h.

PROFESSOR CANNON

[Not offered in 1935-1936]

285. The Religions of Eastern Asia.—3 s.h.

PROFESSOR CANNON

[Not offered in 1935-1936]

286. The Religions of India.—3 s.h.

PROFESSOR CANNON

[Not offered in 1935-1936]

381. Ideas of God, Sin and Salvation in the Religions of the World.—Prerequisites, History of Religion and Missions 281 or 282. **3 s.h.**

PROFESSOR CANNON

382. Ideas of the Future Life and Ethics in the Religions of the World.—Prerequisites, History of Religion and Missions 281 or 282. **3 s.h.**

PROFESSOR CANNON

[Not offered in 1935-1936]

383. Buddhism.—Prerequisites, History of Religion and Missions 282. **3 s.h.**

PROFESSOR CANNON

384. Mohammedanism.—Prerequisites, History of Religion and Missions 282. **3 s.h.**

PROFESSOR CANNON

[Not offered in 1935-1936]

481-482. Seminar.—Prerequisite, six semester-hours in the department. **4 s.h.**

PROFESSOR CANNON

CHURCH HISTORY

FOR SENIORS AND GRADUATES

233. Church History to the Reformation.—3 s.h.

PROFESSOR GARBER

234. History of the Evangelical Movement.—3 s.h.

PROFESSOR GARBER

FOR GRADUATES

333. Protestantism and Catholicism in Europe Since 1800.—Prerequisite, Church History 233-234. **3 s.h.**

PROFESSOR GARBER

[Not offered in 1935-1936]

334. The Church in America: The National Period.—Prerequisite, Church History 233-234. **3 s.h.**

PROFESSOR GARBER

335. Great Men of the Christian Church.—Prerequisite, Church History 233-234. **3 s.h.**

PROFESSOR GARBER

336. Religion in the Southern States Since the Civil War.—Prerequisite, Church History 233-234. **3 s.h.**

PROFESSOR GARBER

[Not offered in 1935-1936]

337. Methodism.—Prerequisite, Church History 233-234. **3 s.h.**

PROFESSOR GARBER

[Not offered in 1935-1936]

431-432. Seminar.—4 s.h.

PROFESSOR GARBER

RELIGIOUS EDUCATION

FOR SENIORS AND GRADUATES

261. An Educational Approach to Religion.—3 s.h.

PROFESSOR SMITH

262. Organization of Religious Education.—3 s.h.

PROFESSOR SPENCE

263. Curriculum of Religious Education.—3 s.h.

PROFESSOR SPENCE

264. Technic of Teaching Religion.—3 s.h.

PROFESSOR SPENCE

266. Educational Aspects of Worship.—3 s.h.

PROFESSOR SMITH

FOR GRADUATES

362. Religious Education in Social Reconstruction.—Prerequisites, three semester-hours in sociology and Religious Education 261 or its equivalent. **3 s.h.**

PROFESSOR SMITH

[Not offered in 1935-1936]

363-364. Religious Thought in the Rise of American Culture. Prerequisite, Religious Education 261 or its equivalent. **3 s.h.**

PROFESSOR SMITH

365. Seminar in Character Education and the State.—Prerequisite, Religious Education 261 or its equivalent. **2 s.h.**

PROFESSOR SMITH

366. Seminar in Philosophy of Religious Education.—Prerequisite, Religious Education 261 or its equivalent. **2 s.h.**

PROFESSOR SMITH

381-382. Thesis Seminar.—4 s.h.

PROFESSOR SMITH

PSYCHOLOGY OF RELIGION

FOR SENIORS AND GRADUATES

275. Introduction to the Psychology of Religion.—3 s.h.

PROFESSOR HICKMAN

276. Advanced Psychology of Religion.—Prerequisite, Psychology of Religion 275 or its equivalent. **3 s.h.**

PROFESSOR HICKMAN

FOR GRADUATES

371. The Genetic Psychology of Religion.—Prerequisite, Psychology of Religion 275 or its equivalent. **3 s.h.**

PROFESSOR HICKMAN

372. Pastoral Psychology.—3 s.h.

PROFESSOR HICKMAN

373. Mysticism in Religion.—Prerequisite, Psychology of Religion 275 or its equivalent. **3 s.h.**

[Not offered in 1935-1936] PROFESSOR HICKMAN

377-378. Seminar: Theories of Self.—4 s.h.

[Not offered in 1935-1936] PROFESSOR HICKMAN

HOMILETICS AND PRACTICAL THEOLOGY

FOR SENIORS AND GRADUATES

251. The Rural Church and Sociology.—3 s.h.

PROFESSOR ORMOND

252. Rural Church Administration.—3 s.h.

PROFESSOR ORMOND

FOR GRADUATES

344. Psychology of Preaching.—3 s.h.

PROFESSOR HICKMAN

[Not offered in 1935-1936]

ROMANCE LANGUAGES

FRENCH

FOR SENIORS AND GRADUATES

215-216. The Modern French Novel.—6 s.h.

PROFESSOR JORDAN

217. The French Language.—3 s.h.

PROFESSOR WEBB

218. Materials and Methods.—3 s.h.

PROFESSOR WEBB

219. Old French.—3 s.h.

PROFESSOR COWPER

220. Old French.—3 s.h.

PROFESSOR COWPER

231. Rousseau and the Beginnings of Romanticism.—3 s.h.

PROFESSOR COWPER

[Not offered in 1935-1936]

FOR GRADUATES

323-324. Realism and Naturalism.—6 s.h.

PROFESSOR JORDAN

[Not offered in 1935-1936]

325. Sixteenth-Century Prose.—3 s.h.

ASSISTANT PROFESSOR WALTON

[Not offered in 1935-1936]

326. Sixteenth-Century Prose.—3 s.h.

ASSISTANT PROFESSOR WALTON

[Not offered in 1935-1936]

327. Sixteenth-Century Poetry.—3 s.h.

ASSISTANT PROFESSOR WALTON

328. Anatole France.—3 s.h.

ASSISTANT PROFESSOR WALTON

329. History of French Civilization.—3 s.h.

PROFESSOR WEBB

[Not offered in 1935-1936]

330. Victor Hugo.—3 s.h.

PROFESSOR WEBB

[Not offered in 1935-1936]

331. Diderot and the Encyclopédie.—3 s.h.

PROFESSOR COWPER

[Not offered in 1935-1936]

332. History of the French Language.—3 s.h.

PROFESSOR COWPER

[Not offered in 1935-1936]

333-334. French Literature, 1890-1914.—6 s.h.

PROFESSOR JORDAN

336. French Poetry Since Théophile Gautier.—3 s.h.

ASSISTANT PROFESSOR WALTON

[Not offered in 1935-1936]

SPANISH

FOR SENIORS AND GRADUATES

261-262. The Modern Spanish Novel.—6 s.h.

ASSOCIATE PROFESSOR LUNDEBERG

[Not offered in 1935-1936]

263-264. The Modern Spanish Theater.—6 s.h.

ASSOCIATE PROFESSOR LUNDEBERG

265. Literature of the Golden Age: Prose.—3 s.h.

ASSOCIATE PROFESSOR LUNDEBERG

[Not offered in 1935-1936]

266. Literature of the Golden Age: Drama.—3 s.h.

ASSOCIATE PROFESSOR LUNDEBERG

[Not offered in 1935-1936]

SOCIOLOGY

FOR SENIORS AND GRADUATES

205. Social Pathology.—Prerequisite, course 101 or its equivalent. **3 s.h.**
PROFESSOR JENSEN

206. Criminology.—Prerequisite, course 101 or its equivalent. **3 s.h.**
PROFESSOR JENSEN

213. Constructive Social Policies.—Prerequisite, course 101 or its equivalent. **2 s.h.**
[Not offered in 1935-1936]

215. Rural Sociology.—Prerequisite, course 101 or its equivalent. **3 s.h.**
ASSISTANT PROFESSOR THOMPSON

216. Urban Sociology.—3 s.h.
ASSISTANT PROFESSOR THOMPSON

217. General Anthropology.—3 s.h.
PROFESSOR ELLWOOD

218. Cultural Anthropology.—3 s.h.
PROFESSOR ELLWOOD

227. Emigration and Immigration.—Prerequisite, course 101 or its equivalent. **3 s.h.**
PROFESSOR JENSEN
[Not offered in 1935-1936]

FOR GRADUATES

319. Principles of Sociology.—3 s.h.
PROFESSOR ELLWOOD

320. History of Social Philosophy.—3 s.h.
PROFESSOR ELLWOOD

322. Methods of Social Research.—3 s.h.
PROFESSOR JENSEN

330. Seminar.—2 s.h.
PROFESSORS ELLWOOD AND JENSEN AND ASSISTANT PROFESSOR THOMPSON

ZOOLOGY

FOR SENIORS AND GRADUATES

215. General Cytology.—Prerequisites, Zoölogy 1, 2, and 156 or equivalent. **4 s.h.** ASSISTANT PROFESSOR HOPKINS
[Not offered in 1935-1936]

219-220. Special Problems.— THE STAFF

222. Entomology.—Prerequisite, one year of zoölogy. **4 s.h.**
ASSISTANT PROFESSOR GRAY

[Not offered in 1935-1936]

227. Experimental Embryology.—2 or more s.h.
PROFESSOR CUNNINGHAM

[Not offered in 1935-1936]

229. Endocrinology.—3 s.h. PROFESSOR CUNNINGHAM

FOR GRADUATES

301. Animal Behavior.—2 s.h. PROFESSOR PEARSE
[Not offered in 1935-1936]

303. Ecology.—2 s.h. PROFESSOR PEARSE
[Not offered in 1935-1936]

304. Advanced Parasitology.—2 or more s.h. PROFESSOR PEARSE
[Not offered in 1935-1936]

306. Advanced Ecology.—4 s.h. PROFESSOR PEARSE
[Not offered in 1935-1936]

309. Systematic Entomology.—2 s.h.
PROFESSOR METCALF

310. Insect Morphology.—2 s.h.
PROFESSOR METCALF

312. Morphology, Taxonomy, and Physiology of Protozoa.—2 or more s.h.
ASSISTANT PROFESSOR HOPKINS

[Not offered in 1935-1936]

321. General Physiology.—4 s.h. PROFESSOR HALL

324. Advanced Physiology.—4 s.h. PROFESSOR HALL

341. Historical and Philosophical Zoölogy.—2 s.h.
PROFESSOR HARGITT

[Not offered in 1935-1936]

342. Morphological Cytology.—Prerequisites, Zoölogy 53, 156, and 192 or equivalents. **4 s.h.**
PROFESSOR HARGITT

351. Zoölogical Journal Club.—
PROFESSOR METCALF AND STAFF

352. Zoölogical Journal Club.—1 s.h.
STAFF

353-354. Research. STAFF

355-356. Seminar.— STAFF

(a)* Embryology and Endocrinology.— PROFESSOR CUNNINGHAM

(b)* Comparative and General Physiology.— PROFESSOR HALL

(c)* Histology and Cytology.— PROFESSOR HARGITT

(d)* Protozoölogy.— ASSISTANT PROFESSOR HOPKINS

(e)* Ecology, Parasitology, and Behavior.— PROFESSOR PEARSE

(f) Comparative Anatomy and Entomology.—
ASSISTANT PROFESSOR GRAY

*[Not offered in 1935-1936]

COURSES IN THE MEDICAL SCHOOL OPEN TO GRADUATE STUDENTS

ANATOMY

M201. Gross Human Anatomy.—Prerequisites, Zoölogy 41 and 191 or the equivalent (maximum **8 s.h.**).

DR. SWETT AND STAFF

M202. Microscopic Anatomy.—Prerequisite, Zoölogy 42 (General Histology) or its equivalent (maximum **2 s.h.**).

DR. HETHERINGTON AND STAFF

M203. Anatomy of the Nervous System.—Prerequisite, Anatomy M201 (maximum **4 s.h.**).

DR. HETHERINGTON

M204. Human Embryology.—Prerequisites, Zoölogy 41 and 191 (maximum **2 s.h.**).

DR. SWETT AND STAFF

M205. Regional Anatomy.—Prerequisites, Anatomy M201 and M202 (maximum **3 s.h.**).

DR. SWETT AND STAFF

BACTERIOLOGY AND IMMUNOLOGY

M221. Bacteriology and Immunology.—Prerequisites, courses in general zoölogy, general botany, histology and comparative anatomy, general and organic chemistry. **4 s.h.**

DR. D. T. SMITH AND STAFF

BIOCHEMISTRY

M241. General Biochemistry.—Prerequisites, general chemistry, organic chemistry, elementary physical and analytical chemistry and at least one year of college biology. **6 s.h.**

DR. PERLZWEIG, DR. TAYLOR, AND STAFF

M242. Biochemical Preparations.—Prerequisite, Biochemistry M241. **2 s.h.**
DR. TAYLOR AND STAFF

M341. Pathological Chemistry.—Prerequisites, Biochemistry M241 and Physiology M261-2.
DRS. PERLZWEIG, TAYLOR, AND M. L. C. BERNHEIM

PHYSIOLOGY AND PHARMACOLOGY

M261-2. Human Physiology and Pharmacology.—Prerequisites, Anatomy M201 and Biochemistry M241 (or equivalents) and at least one year of college physics. (Maximum **8 s.h.**)
DR. EADIE AND STAFF

M263. Physiology of Digestion, Metabolism, and Nutrition.—Prerequisite Biochemistry M241. **2 s.h.**
DR. W. J. DANN, MRS. S. G. SMITH, DR. EADIE, DR. F. M. BERNHEIM

M361. Advanced Physiology.—Prerequisites, Physiology M261 and M262. **1 s.h.**
DR. EADIE AND STAFF

THE SUMMER SCHOOL

The Duke University Summer School is divided into three terms of six weeks each. Many courses giving graduate credit are offered by members of the University Faculty and by visiting professors.

FEES AND EXPENSES

The following tables show the general fees and charges collected from all students and the special fees collected from those taking courses in the sciences. All fees for each semester are due and payable, unless otherwise specified, at the time of registration at the beginning of that semester, and no student is admitted to classes until arrangements have been made with the Treasurer of the University for the settlement of fees.

GENERAL FEES

Matriculation, per semester	$ 25.00
Tuition, per semester	100.00
Room rent—See the detailed statement that follows.	
Athletic fee, admitting students to all athletic contests held on the University grounds, per semester	5.00
Damage fee, payable annually at the time of first registration	1.00
Medical fee, per semester	5.00
Library fee, per semester	5.00
Commencement fee, payable once by graduate students in the last semester before a degree is conferred	3.00
Diploma fee, payable by candidates for degrees at the beginning of the second semester, refunded if the diploma is not awarded	5.00

For further information concerning room rent, see below.

SPECIAL FEES

Graduate students in the sciences are required to pay the special laboratory fees for courses as fixed by the various departments. An administrative fee is charged in connection with special research work in the summer under direction of a member of the faculty.

PAYMENTS TO FELLOWS AND SCHOLARS

Payments by the University of stipends to fellows and scholars are made in four installments, on November 25, January 25, March 25, and May 25. Fellows and scholars are required to pay the regular tuition fee and such additional fees as are ordinarily required of graduate students.

ROOMS AND CONDITIONS OF RENTING THEM

ROOM RENT FOR MEN OF DUKE UNIVERSITY

West Campus, per semester.....$50.00, $62.50, and $75.00
East Campus, per semester.....$30.00 and $50.00
All graduate courses are given on the West Campus.

ROOM RENT IN WOMAN'S COLLEGE

Single room, Aycock House, per semester, per student.....$75.00
Double room, Aycock House, per semester, per student..... 50.00

EXPENSES OF GRADUATE STUDENTS

The necessary expenses of a graduate student are moderate; the University dormitories provide thoroughly comfortable and wholesome living conditions at a minimum cost, while all charges made by the University have been kept low. Incidental expenses naturally depend upon the tastes and habits of the individual.

THE SCHOOL OF LAW

1934-1935

ANNOUNCEMENTS FOR 1935-1936

MEMBER OF THE ASSOCIATION OF AMERICAN LAW SCHOOLS

APPROVED BY THE AMERICAN BAR ASSOCIATION

CALENDAR

1935

September	17. Tuesday—Registration of Law Students.
September	19. Thursday—Commencement of Instruction.
November	11. Monday—Armistice Day.
November	28. Thursday—Thanksgiving Day—A holiday.
December	11. Wednesday—Duke University Day.
December	20. Friday, 1 P.M.—Christmas recess begins.

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January	3. Friday, 8:40 A.M.—Instruction is resumed.
January	18. Saturday—Mid-year examinations begin.
January	29. Wednesday—Last day for matriculation for second semester.
January	30. Thursday—Second semester begins.
February	22. Saturday—Washington's birthday—A holiday.
March	25. Wednesday, 1 P.M.—Spring vacation begins.
April	1. Wednesday, 8:40 A.M.—Instruction is resumed.
May	22. Friday—Final examinations begin.
June	6. Saturday—Commencement opens; Faculty breakfast for Law Seniors; Meeting of the Board of Trustees.
June	7. Sunday—President's address to graduating class.
June	8. Monday—Commencement Address; Alumni-Alumnae Luncheon; Graduating Exercises; Lowering of the flag by the graduating class.

FACULTY

H. CLAUDE HORACK, Ph.B., LL.B.

Dean and Professor of Law

Ph.B. 1899, State University of Iowa; LL.B. 1900, State University of Iowa; LL.B. 1904, Harvard University; Assistant Professor of Law, University of Wisconsin, 1904-07; Professor of Law, State University of Iowa, 1907-30; University of Michigan, summer 1922; University of Wisconsin, summer 1924; University of Southern California, summer 1931; Advisor, Council of Legal Education and Admissions to the Bar of the American Bar Association, 1927-30; Secretary, Association of American Law Schools, 1926-28, President, 1929; Professor of Law, Duke University, 1930-34; Dean and Professor of Law, since 1934.

THOMAS CLIFFORD BILLIG, A.B., A.M., LL.B., J.S.D.

Professor of Law

A.B. 1918, Geneva College; A.M. 1922, University of Pennsylvania; LL.B. 1925, Yale University; J.S.D. 1928, Yale University; Professor of Economics, Pennsylvania Military College, April 1920-June 1921; Assistant Professor of Economics, Washington and Jefferson College, 1921-24; Associate Professor of Law, Washington and Lee University, 1925-26; Assistant Professor of Law, Cornell University, 1926-27; general practice, 1928-30; Assistant Counsel, New York Bankruptcy Investigation, 1929; Acting Associate Professor of Law, Ohio State University, 1930-31; Associate Professor of Law, West Virginia University, 1931-34; Professor of Law, West Virginia University, 1934-35; Director of Legal Research, National Recovery Administration, 1934-35; Cornell University, summer 1927, 1932; Northwestern University, Summer 1931; Lecturer on Business Law, Columbia University, summer, 1934; Professor of Law, Duke University, since 1935.

BRYAN BOLICH, A.B., B.A., M.A., B.C.L.

Professor of Law

A.B. 1917, Duke University; Duke University Law School 1919-21; B.A. 1923; Oxford University; B.C.L. 1924, Oxford University; M.A. 1927, Oxford University; general practice, 1924-27; Professor of Law, Duke University, since 1927.

JOHN S. BRADWAY, A.B., A.M., LL.B.

Professor of Law and Director of the Legal Aid Clinic

A.B. 1911, Haverford College; A.M. 1915, Haverford College; LL.B. 1914, University of Pennsylvania; general practice, 1914-29; Legal Aid Society of Philadelphia, 1914-20; chief counsel, Philadelphia Legal Aid Bureau, 1920-22; Secretary National Association of Legal Aid Organizations since 1923; Visiting Professor of Law and Director of the Legal Aid Clinic, University of Southern California, summer 1928; Professor of Law and Director of the Legal Aid Clinic, University of Southern California, 1929-31; Professor of Law and Director of Legal Aid Clinic, Duke University, since 1931.

THADDEUS DILLIARD BRYSON

Professor of Law

Emory and Henry College, 1889-90; University of North Carolina, 1891-95; finished Law School, University of North Carolina, 1895; general practice, 1895-1918; Solicitor, 20th Judicial District, North Carolina, 1908-16; Judge, Superior Court, North Carolina, 1918-26; general practice, 1926-27; Professor of Law, Duke University, since 1927.

DAVID F. CAVERS, B.S., LL.B.

PROFESSOR OF LAW

B.S. in Econ. 1923, University of Pennsylvania; LL.B. 1926, Harvard University; general practice, 1926-29; Instructor in Law, Harvard University, 1929-30; Assistant Professor of Law, West Virginia University, 1930-31; Assistant Professor of Law, Duke University, 1931-32; Professor of Law, Duke University, since 1932.

LON L. FULLER, A.B., J.D.

PROFESSOR OF LAW

A.B. 1924, Stanford University; J.D. 1926, Stanford University; Assistant Professor of Law, University of Oregon, 1926-27; Associate Professor of Law, University of Oregon, 1927-28; Associate Professor of Law, University of Illinois, 1928-30; University of Chicago, summer 1930, 1933; Professor of Law, University of Illinois, 1930-31; University of Washington, summer 1931; Professor of Law, Duke University, since 1931.

WARNER FULLER, B.S., LL.B.

ASSISTANT PROFESSOR OF LAW

B.S. 1924, University of Oregon; LL.B. 1927, Yale University; research assistant, Yale Law School, 1927-28; general practice, 1928-32; Assistant Professor of Law, Duke University, since 1932.

CHARLES LUCIEN BAKER LOWNDES, A.B., LL.B., S.J.D.

PROFESSOR OF LAW

A.B. 1923, Georgetown University; LL.B. 1926, Harvard University; S.J.D. 1931, Harvard University; general practice, 1926-27; Assistant Professor of Law, Georgetown University, 1927-28; Professor of Law, Georgetown University, 1928-30; research fellow, Harvard Law School, 1930-31; Professor of Law, Georgetown University, 1931-34; Professor of Law, Duke University, since 1934.

DOUGLAS BLOUNT MAGGS, A.B., J.D., S.J.D.

PROFESSOR OF LAW

A.B. 1922, University of California; J.D. 1924, University of California; S.J.D. 1926, Harvard University; general practice, 1924-25; Assistant Professor of Law, University of California, 1926-27; Professor of Law, University of Southern California, 1927-30; Visiting Professor of Law, Columbia University, 1928-29; University of California, summer 1927; Cornell University, summer 1928; University of Chicago, summer 1929; Professor of Law, Duke University, since 1930.

MALCOLM McDERMOTT, A.B., LL.B.

PROFESSOR OF LAW AND DIRECTOR OF DEPARTMENT OF LEGISLATIVE RESEARCH AND DRAFTING

A.B. 1910, Princeton University; LL.B. 1913, Harvard University; general practice, 1913-30; Dean, College of Law, University of Tennessee, 1920-30; University of Southern California, summer 1929; Professor of Law, Duke University, 1930-31; Professor of Law and Director of Department of Legislative Research and Drafting, since 1931.

MARSHALL TURNER SPEARS, A.B., A.M.

LECTURER IN LAW

A.B. 1913, University of North Carolina; A.M. 1914, University of North Carolina; studied law, University of North Carolina, 1913-15; general practice, since 1915; Assistant Professor of Law, Duke University, 1927-1930; Lecturer in Law, since 1930.

WILLIAM R. ROALFE, LL.B.

LAW LIBRARIAN

LL.B. 1922, University of Southern California; general practice, 1923-25; Law Librarian, University of Southern California, 1927-30; Law Librarian, Duke University, since 1930.

MARY SIMMONS COVINGTON, A.B., LL.B.

RESEARCH LIBRARIAN

A.B., Shorter College; LL.B. 1922, George Washington University; general practice, 1924-30; Research Librarian, Duke University, since 1930.

HELEN MILDRED KENDALL, A.B.

REGISTRAR

A.B. 1925, DePauw University; graduate work, 1934, University of Wisconsin.

FACULTY COMMITTEES

Committee on Coöperation with Medical School: John S. Bradway, Chairman, T. D. Bryson, H. C. Horack.

Committee on Curriculum: H. C. Horack, Chairman, Thomas C. Billig, Bryan Bolich, John S. Bradway, Douglas B. Maggs, Malcolm McDermott.

Committee on Graduate Study: Lon L. Fuller, Chairman, Bryan Bolich, H. C. Horack, Douglas B. Maggs.

Committee on Rules: David F. Cavers, Chairman, Bryan Bolich, Charles L. B. Lowndes.

Committee on Scholarship: Malcolm McDermott, Chairman, Warner Fuller, Lon L. Fuller.

Committee on Emergency Aids and Loans to Law Students: John S. Bradway, Chairman, T. D. Bryson, Mary S. Covington, Lon L. Fuller.

ADVISORY COMMITTEE

A committee of representative men is being set up for the purpose of providing regional depositaries of information regarding the Law School and for the purpose of advising prospective students. Those members of the committee now selected are:

James A. Bell, Charlotte, North Carolina
Norman A. Cocke, Charlotte, North Carolina
Charles P. Megan, Chicago, Illinois
William R. Perkins, New York City
Daniel C. Roper, Washington, D. C.
William H. Sawyer, Concord, New Hampshire
Willis Smith, Raleigh, North Carolina
B. S. Womble, Winston-Salem, North Carolina

ORGANIZATION, EQUIPMENT, AND SPECIAL ACTIVITIES

HISTORY AND ORGANIZATION

The School of Law of Trinity College was founded in the summer of 1904 upon an endowment established by James B. Duke and Benjamin N. Duke. Samuel Fox Mordecai, distinguished lawyer and teacher, organized the School and was its dean until his death in 1927. Its establishment set a new standard in Southern legal education in that it was the first school to require college work as preliminary to law study. It required the completion of two years of college work as a prerequisite to entrance, the case method was used as the basis of instruction, and the completion of three years' resident study was required for a law degree.

In 1924 the School of Law became the law school of Duke University pursuant to the establishment of the Duke Endowment. In 1930 the School was moved into its new building, the faculty and library were greatly increased, and the activities of the School broadened. In 1931 the entrance requirement was raised from two, to the present requirement of three years of college work. The School of Law is a member of the Association of American Law Schools and is on the approved list of the American Bar Association.

PURPOSES AND METHOD OF INSTRUCTION

The School of Law offers such courses in its curriculum as will provide an adequate preparation for the practice of law in any state. Through facilities for study and research, training is afforded for those looking to the teaching of law as a profession, as well as those desiring to specialize in particular branches of the law. In addition, several courses are offered for the benefit of students intending to practice in North Carolina.

To provide scope for creative work by the student, seminar courses and the courses in Current Decisions are offered. To achieve balance between intellectual discipline and that practical

training which the young lawyer is otherwise left to obtain at the expense of his clients, courses are offered in Research and Briefing and Practice Court, and the third-year class participates in the work of the Legal Aid Clinic, described below.

THE LAW SCHOOL BUILDING

The law building, like all other structures on the main campus of Duke University, is in Tudor Gothic style of colorful Cambrian stone from the Duke University quarries. It was occupied by the School of Law, for the first time in September, 1930. In it are classrooms, seminar rooms, offices for faculty and staff, quarters for a Legal Aid Clinic, a Department of Legislative Research and Drafting, the Duke Bar Association, a court room equipped for trial court and appellate court sessions, and the law library.

THE LAW LIBRARY

The Law Library contains a collection of more than fifty-two thousand volumes and is the largest law school library in the South. It consists of American and English statutory and case law; a collection of Continental Law materials; treatises, digests, encyclopedias; the various selected case series; a comprehensive collection of legal periodicals; publications in the fields of history, economics, government, and the other social sciences, supplemental to the strictly legal materials; and a special collection of legal biographical material. The library subscribes to every current legal periodical of general interest printed in the English language.

LEGISLATIVE RESEARCH AND DRAFTING

The Department of Legislative Research and Drafting has been organized to serve as a legislative reference and drafting bureau, wherein students of legislation may obtain actual experience and training in the drafting of statutes and the research work incident thereto. The Department's activities include not only the preparation of bills and the investigation of facts on which particular legislation is predicated, but also the making of studies on subjects connected with legislative policy.

THE LEGAL AID CLINIC

A Legal Aid Clinic was organized at the School of Law in 1931 under the direction of Professor John S. Bradway, Secretary of the National Association of Legal Aid Organizations, who had directed similar undertakings in Philadelphia and Los Angeles. The purpose of the Clinic is twofold: to provide legal assistance for indigent persons, and to acquaint the student, by direct contact under faculty supervision, with certain of the problems of "law in action" which may escape emphasis in the study of "law in books."

THE PRACTICE COURSE

The practice course in the School of Law is under the direction of Judge T. D. Bryson, for eight years Judge of the Superior Court from the Twentieth Judicial District of North Carolina. The object of the course is to offer third-year students an opportunity to visualize by actual experience the application of the principles of law imparted in other courses.

LEGAL PERIODICALS

The School of Law publishes a quarterly, *Law and Contemporary Problems,* under the editorship of Professor Cavers. This periodical, now in its second volume, presents in each issue a symposium on a problem of current legal importance, in which the interrelated social and economic, as well as legal, factors are discussed by writers of competence in these respective fields. Where student research may contribute to the understanding of the legal aspects of such problems, student writings are accepted for publication. The topics discussed in the first volume of *Law and Contemporary Problems* are "The Protection of the Consumer of Food and Drugs," "Low-Cost Housing and Slum Clearance," "Agricultural Readjustment in the South: Cotton and Tobacco," and "Extending Federal Powers over Crime."

This periodical is designed primarily to acquaint the lawyer of broad interests and the student of law with the law's relation to the complex problems of today, not only to aid him as a leader of the Bar in contributing to their solution, but to assist him in appraising the situations underlying questions of modern practice.

Law and Contemporary Problems has met with an encouraging response in its first year. Subscriptions have been received from forty-four states. In addition to lawyers and law libraries, it counts many interested laymen and public and general university libraries among its subscribers. Issues have been frequently and favorably reviewed, and articles reprinted in other journals. It has been used as a source of material for university study.

The Duke Bar Association began in 1933 the publication of the *Duke Bar Association Journal* in which appear reports of addresses made before the Association by distinguished guests, proceedings of the Association at its regular meetings, and items of interest concerning the School. To afford a medium for the publication of the student notes and comments on recent important decisions prepared in the Current Decisions course without necessitating the inclusion in the quarterly of the department of student work usual in "law reviews," the *Journal* publishes such notes and comments as are deemed by the editors to be of special merit. Professor Cavers serves as adviser to the student editorial board of the *Journal.*

THE DUKE BAR ASSOCIATION

The Duke Bar Association was established in the spring of 1931. It is composed of all the students of the Law School and is organized along the lines of the American Bar Association. Its purpose is to introduce the student to the problems considered by the bar in professional organizations and to develop in the student feelings of professional consciousness and professional responsibility. It publishes the *Duke Bar Association Journal* described in the preceding section. Its activities are carried on by the students with the coöperation of Professor H. C. Horack of the Law Faculty as adviser.

GENERAL INFORMATION

MATRICULATION, REGISTRATION, AND ENROLLMENT

On the day of registration, September 17, 1935, the applicant must obtain from the Dean of the Law School an admission card, indicating that he is entitled to register. Registration is conducted in the law building. All students, both old and new, are required to register at the beginning of each semester, at which time class schedule and course cards must be filled out and approved. Instruction will begin for all classes on Thursday, September 19, 1935.

FEES AND EXPENSES

Tuition and registration fees are due at the beginning of each semester. The matriculation fee is $25.00 a semester. The tuition fee is $100.00 a semester. A damage fee of $1.00 is collected at the beginning of the first semester only, an athletic fee of $5.00 at the beginning of each semester, a library fee of $5.00 each semester, and a medical fee of $5.00 each semester.

Limited funds have been provided out of which small loans may be made to tide students over temporary financial emergencies arising during the course of the school year. These funds are administered by a Committee of the Faculty.

SCHOLARSHIPS

A limited number of scholarships covering tuition and matriculation fees (approximately $250.00) are available for graduates of approved American universities and colleges who are in need of such assistance. Applicants must have made excellent records in their college work and must show unusual promise of success in the study of law.

These scholarships are awarded on a competitive basis. Applications therefor should be presented before April 1 to the Dean of the Law School, together with a transcript of college work and letters of recommendation from responsible school or other public officials, certifying to the character and fitness of the applicant.

AWARDS

Willis Smith Prize. Willis Smith, a member of the Raleigh Bar and Chairman of the Law School Committee of the Board of Trustees of Duke University, awards each year to that member of the graduating class of the Law School who has maintained the highest scholastic average during the entire three years of law school work, a prize consisting of a set of books selected personally by Mr. Smith each year for that purpose. The winner of the prize for 1931-32 was Jeter S. Ray, Newport, Tenn., for 1932-33, William B. McGuire, Jr., Franklin, N. C., for 1933-34, Robert Gilpin Seaks, Harrisburg, Pa., and for 1934-35, Erle Pettus, Jr., Birmingham, Ala.

ORDER OF THE COIF

A chapter of the Order of the Coif, a national legal scholarship society, has been established at Duke University School of Law. Its purpose is "to foster a spirit of careful study and to mark in a fitting manner those who have attained a high grade of scholarship." Election is restricted to the ten per cent of the senior class who have attained the highest rank in their law school work.

ADMISSION OF STUDENTS

REQUIREMENTS FOR ADMISSION

Any person may be admitted as a candidate for the degree of Bachelor of Laws (1) who is a graduate of a college of approved standing, or (2) who has completed in a college of approved standing work equivalent in number of units to three-fourths of that required for graduation and whose college work in its entirety shows an average grade equal to that required for graduation (the requirement in each case being determined by the regulations of the college where the work was taken).

COMBINED COURSE

Arrangements have been made with some colleges for students, who have completed therein three years of arts college work, to enter the Law School of Duke University and upon the satisfactory completion of the first year of law school work to receive their bachelor of arts degrees from such colleges. It is suggested that students, desiring to enter Duke University School of Law, make inquiry of the proper college authorities regarding this point.

A student in either of the liberal arts colleges of Duke University may complete in six years a combined course wherein he will have received his academic degree and also the degree of Bachelor of Laws. This arrangement is made possible under the following recommendations of the faculty of the arts colleges:

> Students who have completed with not less than a "C" average at least 96 semester-hours of undergraduate work in the pre-legal group of studies in Duke University may on the approval of the Dean of the Undergraduate College transfer to this Law School and become eligible for the Bachelor's degree on the satisfactory completion of the full twenty-six semester-hours of work of the first year class in this school.
>
> It is understood that this provision shall apply solely to eligible Duke University undergraduates, and that not less than the full first-year's work of the Law School will be acceptable for credit towards the Bachelor's degree.

ADMISSION TO ADVANCED STANDING

Any person, who has complied with the requirements for admission set forth on the preceding page prior to the commencement of his law study, who shall present evidence of the satisfactory completion of any part of the curriculum of the law school at any law school which is a member of the Association of American Law Schools, and who is eligible for readmission to the law school from which he proposes to transfer, may be admitted to advanced standing, subject to such rules as would be applicable to students in this school having a comparable scholastic record.

CANDIDATES FOR GRADUATE DEGREES

Applications for admission to graduate study should be addressed to the Dean of the Law School and should include transcripts of records of legal and pre-legal work.

REQUIREMENTS FOR BACHELOR OF LAWS DEGREE—STUDENT PROGRAMS

BACHELOR OF LAWS DEGREE

Upon favorable recommendation of the Faculty, the degree of Bachelor of Laws will be conferred on students who shall have successfully completed three years' study of law, the last full year of work immediately preceding the granting of such degree having, except under extraordinary circumstances, been completed in this school.

A student shall be deemed to have completed successfully three years' study of law if he has:

(1) secured a passing grade in courses aggregating the number of semester-hours in the first-year program of study plus forty-eight semester-hours,

(2) secured in every required course a grade not requiring repetition thereof, and

(3) secured an average grade at least five points above passing in all work taken other than first-year courses, or, if such grade is lower than that above specified, an average grade of five points above passing in all work taken.

Students who shall have spent only their third year of study in residence in this school must have received an average grade at least five points above passing for that year.

Students enrolled as special law students may be granted this degree on special vote of the Faculty.

THE FIRST YEAR PROGRAM

All of the first-year courses are required for graduation, and no second- or third-year courses may be elected until the student has secured grades not requiring repetition of any first-year courses or has made provision for the completion thereof.

Subject	*Hours per semester*	
Contracts and Quasi-Contracts	4	3
Criminal Law and its Administration	2	2
Torts	3	3
Orientation and Introduction to Procedure	2½	
Chattel Transactions		3
Possessory Estates		2
Legal Bibliography	1½	
	13	13

SECOND- AND THIRD-YEAR PROGRAMS

The course in Research and Briefing is required of those second-year students who have not been selected to take the course in Current Decisions I. The course in Legal Aid Clinic is required of those third-year students who have not been selected to take the course in Current Decisions II. The course in Legal Ethics is required of all third-year students. For descriptions of the content of these courses, see *Bulletin of the School of Law.*

With the exceptions noted above, all courses offered for the second and third years are elective. For the guidance of second-year students in 1935-36, the Faculty recommends the inclusion of the following courses in their programs of study:

Subject	*Hours per semester*	
Bills and Notes		2
Security Transactions	2	2
Equity	2	2
Trusts	2	2
Business Associations I		3
Constitutional Law	3	2
Land Transactions	3	
Pleading (Prerequisite to Practice)	2	1
Research and Briefing	1	1
	15	15

Of the remaining courses open to second-year students, those listed below are suggested as most suitable for study in that year, but it should be distinctly understood that the courses in this list are not suggested as either more or less suitable for study in the third year than those not included herein. In the selection of courses in addition to, or in substitution for, those recommended above, the student should consult the course

groupings appearing at another place in the *Bulletin of the School of Law,* so that he may choose those courses which will contribute most directly to his work in the field of study to which he wishes to devote his major efforts in the third year. The student intending to enter the general practice of law is cautioned, however, not to sacrifice, through undue concentration, the acquisition of a broad foundation for his subsequent activities.

Subject	*Hours per semester*	
Agency	2	
Criminal Procedure		2
Family Law	2	
Future Interests		3
Landlord and Tenant	2	
Municipal Corporations	2	
Public Utilities	2	2
Wills and Administration of Estates		3

GRADUATE WORK IN LAW

GRADUATE DEGREES

The School of Law confers two graduate degrees, the degree of Master of Laws (LL.M.) and the degree of Doctor of Juridical Science (S.J.D.).

THE DEGREE OF MASTER OF LAWS

Upon favorable recommendation of the Faculty, the degree of Master of Laws will be conferred on students who have successfully completed during a period of residence at this school totalling at least one year the course of study prescribed for them by the Committee on Graduate Study.

The Course of Study. The course of study leading to this degree is designed to provide for the needs of two classes of students: (1) graduates of approved law schools who desire a fourth year of study for the purpose of undertaking an intensive study of some specialty, or who desire to broaden their legal education through the study of such subjects as jurisprudence, legal history, Roman law, and comparative law; (2) graduates of approved law schools who desire to teach law or engage in legal research and who intend to become candidates for the degree of Doctor of Juridical Science.

One year of resident study is required for the degree of Master of Laws. No thesis is required. The course of study is prescribed by the Committee on Graduate Study after consultation with the individual student. Opportunity will be afforded the student to include in his program such second- and third-year law courses, not already completed, as are desirable for the rounding out or supplementing of his previous training. In some cases courses in other departments of the University may be included. In the case of students whose interest lies in further preparation for practice, the course will normally include registration in subjects totaling twelve hours each semester. In the case of students interested primarily in legal research, a lighter schedule, so far as enrollment in formal

courses is concerned, may be arranged. In cases where less than twelve hours' work is prescribed for either semester the Committee on Graduate Study may require that the student complete the work undertaken with a grade considerably higher than that required of candidates for the first degree in law.

THE DEGREE OF DOCTOR OF JURIDICAL SCIENCE

Upon favorable recommendation of the Faculty, the degree of Doctor of Juridical Science will be conferred on those holders of the degree of Master of Laws who, after an interval of at least one year following the awarding of the Master's degree, complete and submit an essay or series of essays considered by the Faculty to be of distinguished character. Students who have received the degree of Master of Laws from another law school must thereafter spend at least one year in residence at this school and must complete a course of study or research prescribed by the Committee on Graduate Study to be eligible for this degree.

COURSES OFFERED

(This is a condensed description of courses. For a full description, see Bulletin of the School of Law.)

1. GENERAL COURSES

Orientation and Introduction to Procedure.—Four hours a week the first four weeks; two hours a week thereafter, first semester.

PROFESSOR BOLICH

Torts.—Three hours a week throughout the year.

PROFESSOR LOWNDES

Equity.—Two hours a week throughout the year.

PROFESSOR HORACK

Trusts.—Two hours a week throughout the year.

PROFESSOR LOWNDES

Conflict of Laws.—Three hours a week, second semester.

PROFESSOR CAVERS

Family Law.—Two hours a week, first semester.

PROFESSOR BRADWAY

Family Law Seminar.—Prerequisite, Family Law. Two hours a week, Second semester.

PROFESSOR BRADWAY

North Carolina Statutes.—Two hours a week, first semester.

PROFESSOR BRYSON

Legal Bibliography.—One and one-half hours a week, first semester.

PROFESSOR ROALFE

Research and Briefing.—One hour throughout the year, in two sections.

ASSISTANT PROFESSOR W. FULLER

Current Decisions I.—One hour throughout the year.

PROFESSOR CAVERS AND THE STAFF

Current Decisions II.—One hour throughout the year.

PROFESSOR CAVERS AND THE STAFF

2. BUSINESS COURSES

Contracts and Quasi-Contracts.—Four hours a week, first semester; three hours a week, second semester.

PROFESSOR L. L. FULLER

Agency.—Two hours a week, first semester.

PROFESSOR L. L. FULLER

Business Associations I.—Two hours a week, second semester.

ASSISTANT PROFESSOR W. FULLER

Business Associations II—Finance.—Three hours a week, first semester.

ASSISTANT PROFESSOR W. FULLER

Business Associations III—Corporate Reorganization.

ASSISTANT PROFESSOR W. FULLER

(Not to be offered 1935-1936.)

Bills and Notes.—Two hours a week, second semester.

PROFESSOR BILLIG

Chattel Transactions.—Two hours a week, second semester.

PROFESSOR BILLIG

Security Transactions.—Two hours a week throughout the year.

PROFESSOR BILLIG

Creditors' Rights.—Three hours a week, first semester.

PROFESSOR BILLIG

Insurance.

PROFESSOR L. L. FULLER

(Not to be offered 1935-1936.)

Public Utilities.—Two hours a week throughout the year.

ASSISTANT PROFESSOR W. FULLER

Seminar in Trade Regulation.

PROFESSOR MAGGS

3. PROPERTY COURSES

Possessory Estates.—Two hours a week, second semester.

PROFESSOR BOLICH

Land Transactions.—Three hours a week, first semester.

PROFESSOR CAVERS

Landlord and Tenant.—Two hours a week, first semester.

PROFESSOR BOLICH

Future Interests.—Three hours a week, second semester.

PROFESSOR BOLICH

Seminar in Real Property.

PROFESSOR BOLICH

Wills and Administration of Estates.—Three hours a week. Second semester.

PROFESSOR MCDERMOTT

Trusts.—Two hours a week throughout the year.

PROFESSOR LOWNDES

4. PUBLIC LAW COURSES

Criminal Law and Its Administration.—Two hours a week throughout the year.

PROFESSOR MCDERMOTT

Criminal Procedure.—Two hours a week, second semester.

PROFESSOR BRYSON

Federal Jurisdiction and Procedure.—Two hours a week, second semester.

PROFESSOR BRYSON

Constitutional Law.—Three hours a week, first semester; two hours, second semester.

PROFESSOR MAGGS

Administrative Law.—Two hours a week throughout the year.

PROFESSOR MAGGS

Legislation.—Prerequisite, Constitutional Law. Two hours a week, first semester.

PROFESSOR MCDERMOTT

Legislation Seminar.—Prerequisite, Legislation. Two hours a week, second semester.

PROFESSOR MCDERMOTT

Municipal Corporations.—Two hours a week, first semester.

PROFESSOR MCDERMOTT

Municipal Corporations Seminar.—Prerequisite, Municipal Corporations. Two hours a week, second semester.

PROFESSOR MCDERMOTT

Public Utilities.—Two hours a week throughout the year.

ASSISTANT PROFESSOR W. FULLER

Taxation.—Two hours a week throughout the year.

PROFESSOR LOWNDES

Seminar in Trade Regulation.—

PROFESSOR MAGGS

5. JURISPRUDENCE COURSES

Jurisprudence and Legal Method.—Three hours a week, second semester.

PROFESSOR L. L. FULLER

Legal History.—Three hours a week, first semester.

PROFESSOR BOLICH

Seminar in Legal History.

PROFESSOR BOLICH

(Not to be offered in 1935-1936.)

Roman Law.

PROFESSOR L. L. FULLER

(Not to be offered 1935-1936.)

6. PROCEDURE AND PRACTICE COURSES

Orientation and Introduction to Procedure.—Four hours a week the first four weeks; two hours a week throughout the year.

PROFESSOR LOWNDES

Criminal Procedure.—Two hours a week, second semester.

PROFESSOR BRYSON

Federal Jurisdiction and Procedure.—Two hours a week, second semester.

PROFESSOR BRYSON

Legal Ethics.—Required of all third-year students. One hour a week, first semester.

PROFESSOR BRADWAY

Legal Aid Clinic.—Required of all third-year students except those selected for Current Decisions II. Two hours a week throughout the year. Two sections.

PROFESSOR BRADWAY

Pleading.—Two hours a week, first semester; one hour a week, second semester.

PROFESSOR BRYSON

Evidence.—Two hours a week throughout the year.

PROFESSOR SPEARS

Practice.—Two hours a week throughout the year.

PROFESSOR BRYSON

Student Editorial Work.—Credit for this work will be given in Current Decisions.

PROFESSOR CAVERS

Bar Association Activities.—Not for credit.

PROFESSOR HORACK

THE SCHOOL OF MEDICINE

1934-1935

ANNOUNCEMENTS FOR 1935-1936

SCHOOL OF MEDICINE CALENDAR, 1935-1938

1935

January 3 (Thursday)—Registration of students, and winter quarter begins.

February 22 (Friday)—Washington's birthday (holiday).

March 21 (Thursday)—Winter quarter ends.

March 25 (Monday)—Registration of students, and spring quarter begins.

June 3 (Monday)—Commencement.

June 8 (Saturday)—Spring quarter ends (2d year and junior-senior students).

June 15 (Saturday)—Spring quarter ends (1st year students).

June 17 (Monday)—Registration of students, and summer quarter begins.

July 4 (Thursday)—Independence Day (holiday).

August 31 (Saturday)—Summer quarter ends.

September 30 (Monday)—Registration of students, and autumn quarter begins.

November 28 (Thursday)—Thanksgiving Day (holiday).

December 20 (Friday)—Autumn quarter ends.

1936

January 6 (Monday)—Registration of students, and winter quarter begins.

February 22 (Saturday)—Washington's birthday (holiday).

March 21 (Saturday)—Winter quarter ends.

March 30 (Monday)—Registration of students, and spring quarter begins.

June 8 (Monday)—Commencement.

June 13 (Saturday)—Spring quarter ends (2d year and junior-senior students).

June 20 (Saturday)—Spring quarter ends (1st year students).

June 22 (Monday)—Registration of students, and summer quarter begins.

July 4 (Saturday)—Independence Day (holiday).

September 5 (Saturday)—Summer quarter ends.

October 5 (Monday)—Registration of students, and autumn quarter begins.

November 26 (Thursday)—Thanksgiving Day (holiday).

December 22 (Tuesday)—Autumn quarter ends.

1937

January 4 (Monday)—Registration of students, and winter quarter begins.

February 22 (Monday)—Washington's birthday (holiday).

March 20 (Saturday)—Winter quarter ends.

March 29 (Monday)—Registration of students, and spring quarter begins.

June 7 (Monday)—Commencement.

June 12 (Saturday)—Spring quarter ends (2d year and junior-senior students).

June 19 (Saturday)—Spring quarter ends (1st year students).

June 21 (Monday)—Registration of students, and summer quarter begins.

July 5 (Monday)—Independence Day (holiday).

September 4 (Saturday)—Summer quarter ends.

October 4 (Monday)—Registration of students, and autumn quarter begins.

November 25 (Thursday)—Thanksgiving Day (holiday).

December 21 (Tuesday)—Autumn quarter ends.

1938

January 3 (Monday)—Registration of students, and winter quarter begins.

February 22 (Tuesday)—Washington's birthday (holiday).

March 19 (Saturday)—Winter quarter ends.

March 28 (Monday)—Registration of students, and spring quarter begins.

June 6 (Monday)—Commencement.

June 11 (Saturday)—Spring quarter ends (2d year and junior-senior students).

June 18 (Saturday)—Spring quarter ends (1st year students).

June 20 (Monday)—Registration of students, and summer quarter begins.

July 4 (Monday)—Independence Day (holiday).

September 3 (Saturday)—Summer quarter ends.

October 3 (Monday)—Registration of students, and autumn quarter begins.

November 24 (Thursday)—Thanksgiving Day (holiday).

December 20 (Tuesday)—Autumn quarter ends.

OFFICERS OF ADMINISTRATION

WILBURT CORNELL DAVISON, A.B., B.A., B.Sc., M.A., D.Sc., M.D.
Dean of the School of Medicine

HELEN I. STOCKSDALE
Recorder of the School of Medicine

FACULTY OF THE SCHOOL OF MEDICINE

EDWIN PASCAL ALYEA, S.B., M.A., *Associate Professor of Surgery in charge of Urology*

S.B., Princeton, 1919; M.D., Johns Hopkins, 1923; Int. in Med.; Int. and Ass't. Res. in Surg.; Ass't. Res. and Res. in Urol., Johns Hopkins Hosp., 1923-1929; Ass't. and Instr. in Surg., and Instr. in Urol., Johns Hopkins Med. Sch., 1925-1930; *Urologist, Duke Hospital, 1929—*

WILLIAM BANKS ANDERSON, A.B., M.D., *Associate Professor of Surgery in charge of Ophthalmology*

A.B., Univ. of North Carolina, 1920; M.D., Johns Hopkins, 1924; Int., Union Memorial Hospital, Baltimore, 1924-1925; Int., Massachusetts Eye and Ear Infirmary, 1925-1927; *Ophthalmologist, Duke Hospital, 1930—*

ROGER DENIO BAKER, A.B., M.D., *Assistant Professor in Pathology*

A.B., Wisconsin, 1924; M.D., Harvard, 1928; Ass't. Res. Pathologist, Johns Hopkins Hosp., 1928-1930; Ass't. in Path., Johns Hopkins Med. Sch., 1928-1929; Instr., 1929-1930; Instr. in Anat., and Instr. in Path., Duke Med. Sch., 1930-1934; *Assistant Pathologist, Duke Hospital, 1932—*

FREDERICK BERNHEIM, A.B., Ph.D., *Associate Professor of Physiology and Pharmacology*

A.B., Harvard, 1925; Ph.D., Cambridge, 1928; Nat. Res. Council Fellow, Johns Hopkins Med. Sch., Dept. of Physiol. Chem., 1929-1930.

MARY LILIAS CHRISTIAN BERNHEIM, B.A., M.A., Ph.D., *Assistant Professor of Biochemistry*

B.A., M.A., and Ph.D., Cambridge, 1925, 1927, and 1929; Fellow Newnham College, 1927-1930.

WILLIAM ZIEGLER BRADFORD, B.S., M.D., *Director Outside Obstetric Service, Charlotte, N. C.*

B.S., Davidson, 1924; M.D., Pennsylvania, 1928; Int., Howard Hosp., Graduate Hosp., Long Island College Hosp., Bellevue Hosp., 1928-1932.

BAYARD CARTER, A.B., B.A., M.A., M.D., *Professor of Obstetrics and Gynecology*

of Va., Med. Dept., 1929-1931; *Obstetrician and Gynecologist, Duke Hospital,*

A.B., Delaware, 1920; B.A. and M.A., Oxford, 1923 and 1932; M.D., Johns Hopkins, 1925; member Obs. and Gyn. staff of New Haven Hosp. and Yale Med. Sch., 1925-1929; Assoc. Prof. Obs. and Gyn., and Head of Dept., Univ. *1931—*

RAYMOND S. CRISPELL, A.B., M.D., *Associate Professor of Medicine in charge of Neuro-psychiatry*

A.B. and M.D., Cornell, 1917, 1920; Staff, Bloomingdale Hospital and Instr. in Neuro-anatomy, Cornell, 1920-1923; House Physician and Resident Neurologist, Bellevue Hosp., N. Y., 1921-1923; Fellow in Neurology, Univ. of Utrecht, Holland, 1925; Medical Director, Sahler Sanitarium, 1926-1933; *Neuropsychiatrist, Duke Hospital, 1933—*

WILLIAM JOHN DANN, B.Sc., Ph.D., *Assistant Professor of Physiology*

B.Sc., Sheffield Univ., 1925; Ph.D., Cambridge Univ., 1930; Medical Research Scholar of the Worshipful Company of Grocers, 1931-33; Beit Memorial Research Fellow, 1933—

WILBURT CORNELL DAVISON, A.B., B.A., B.Sc., M.A., D.Sc., M.D., *Dean of the School of Medicine and Professor of Pediatrics*

A.B., Princeton, 1913; B.A., B.Sc. and M.A., Oxford, 1915, 1916 and 1919; M.D., Johns Hopkins, 1917; D.Sc., Wake Forest, 1932; Int., Radcliffe Infirmary, 1915-1916; Ass't. Res., Assoc. Ped., Acting Pediatrician in Charge, Johns Hopkins Hosp., 1919-1927; Instr., Assoc., Assoc. Prof., Acting Head of Dept. of Ped., and Ass't Dean, Johns Hopkins Med. Sch., 1919-1927; *Pediatrician, Duke Hospital, 1927—*

GEORGE SHARP EADIE, M.A., M.B., Ph.D., *Professor of Physiology and Pharmacology*

M.A. and M.B., Toronto, 1923 and 1921; Ph.D., Cambridge, 1927; Demonstrator in Biochem., Toronto, 1923-1925; Ass't. in Physiol., Dalhousie, 1927-1928; Assoc. in Physiol., Johns Hopkins Med. Sch., 1928-1930.

WATT WEEMS EAGLE, A.B., M.D., *Associate Professor of Surgery in charge of Otolaryngology*

A.B., Univ. of North Carolina, 1918; Grad. student, *ibid.*, 1918-1919; M.D. Johns Hopkins, 1925; Int., Church Home and Infirmary, Baltimore, 1925-1926; Int., Ass't. Res. and Res. in Laryngol., Johns Hopkins Hosp., 1926-1929; Ass't. and Instr. in Laryngol., Johns Hopkins Med. Sch., 1927-1930; *Otolaryngologist, Duke Hospital, 1929—*

WILEY DAVIS FORBUS, A.B., M.D., *Professor of Pathology*

A.B., Washington and Lee, 1916; M.D., Johns Hopkins, 1923; Res. and Assoc. Pathologist, Johns Hopkins Hosp., 1926-1927 and 1929-1930; Guest Ass't., Pathol. Inst., Ludwig Maximilian's Univ., Munich, 1928; Pathol., Baltimore City Hospitals; Consulting Pathologist, Frederick City Hosp., 1925-1930; Ass't., Instr. and Assoc. in Path., Johns Hopkins Med. Sch., 1923-1930; *Pathologist, Duke Hospital, 1929—*

CLARENCE ELLSWORTH GARDNER, JR., A.B., M.D., *Assistant Professor of Surgery*

A.B., Wittenberg, 1924; M.D., Johns Hopkins, 1928; Int. and Ass't. Res., Johns Hopkins Hosp., 1928-1930; Ass't. in Surg., Johns Hopkins Med. Sch., 1929-1930; Instr., Duke Med. Sch., 1930-1932; Resident in Surgery and *Associate Surgeon, Duke Hospital, 1930—*

EDWIN CROWELL HAMBLEN, B.S., M.D., *Associate Professor of Obstetrics and Gynecology*

B.S. and M.D., Virginia, 1921 and 1928; Ass't. and Instr. in Pharmacol., and Materia Medica, Baylor Med. Coll., 1922-1926; Int. and Res., Obs. and Gyn., Univ. Va. Hosp., 1928-1930; Clinical Instr. in Obs. and Gyn., Univ. Va. Med. Dept., 1930-1931; *Associate Obstetrician and Gynecologist, Duke Hospital, 1931—*

FREDERIC MOIR HANES, A.B., A.M., M.D., *Professor of Medicine*

A.B., Univ. of North Carolina, 1903; A.M., Harvard, 1904; M.D., Johns Hopkins, 1908; Int., Johns Hopkins Hosp., 1908-1909; Assoc. Prof. of Path., Columbia Univ., and Pathologist, Presbyterian Hospital, N. Y., 1909-1912; Assoc., Rockefeller Institute, 1912-1913; Assoc. Prof. of Medicine, Washington Univ. Med. Dept., 1913-1914; Ass't. in Neurology, Queen Square Hospital, London, 1914; Prof. of Therapeutics, Med. Coll. of Va., 1914-1916; *Physician, Duke Hospital, 1931—*

OSCAR CARL EDVARD HANSEN-PRÜSS, A.B., M.D., *Assistant Professor of Medicine*

A.B., Universidad Mayor de San Marcos, 1919; Voluntary Ass't. in Path., Friedrich Wilhelm Universität, Berlin, 1920-1921; M.D., Johns Hopkins, 1924; Int., Ass't. Res. in Med., and Ass't. Physician, Johns Hopkins Hosp., 1924-1930; Ass't., Instr. and Assoc. in Medicine, Johns Hopkins Med. Sch., 1925-1930; *Assistant Physician, Duke Hospital, 1930—*

DERYL HART, A.B., A.M., M.D., *Professor of Surgery*

A.B. and A.M., Emory, 1916 and 1917; M.D., Johns Hopkins, 1921; Int. in Surg., Ass't. Res. in Surg. Path., Ass't. Res., Res., and Assoc. Surgeon, Johns Hopkins Hosp., 1921-1930; Ass't. in Path., Instr., and Assoc. in Surg., Johns Hopkins Med. School, 1922-1930; *Surgeon, Duke Hospital, 1929—*

DUNCAN CHARTERIS HETHERINGTON, A.B., M.A., Ph.D., M.D., *Associate Professor of Anatomy*

A.B., Colorado College, 1919; M.A. and Ph.D., Illinois, 1920 and 1922; M.D., Johns Hopkins, 1926; Instr. in Anat., Vanderbilt Med. Sch., 1926-1930.

CHRISTOPHER JOHNSTON, A.B., M.D., *Assistant Professor of Medicine*

A.B. and M.D., Johns Hopkins, 1922 and 1926; Int. and Ass't. Res. in Med., Johns Hopkins Hosp., 1926-1928; Ass't. in Med., Johns Hopkins Med. Sch., 1927-1928; Ass't. Res. Physician, Hospital of Rockefeller Institute, N. Y., 1928-1930; *Assistant Physician, Duke Hospital, 1930—*

ROBERT RANDOLPH JONES, JR., A.B., M.D., *Assistant Professor of Surgery*

A.B., Davidson, 1924; M.D., Johns Hopkins, 1928; Int. in Med., Strong Mem. Hosp., 1928-1929; Int. in Surg., Johns Hopkins Hosp., 1929-1930; Ass't. and Instr., Duke Med. Sch., 1930-1933; Ass't. Res., Res. in Surgery, and *Assistant Surgeon, Duke Hospital, 1930—*

WILLIAM HENRY KELLEY, M.D., *Associate in Medicine*

M.D., Georgia, 1926; Int., Ass't. Res. and Res., Univ. Hospital, Augusta, Ga., 1926-1929; Ass't. Res., Hospital of Rockefeller Institute, 1929-1931; Prof. of Exp. Med., Georgia Med. Coll., 1933-1934; *Associate Physician, Duke Hospital, 1934—*

WALTER KEMPNER, M.D., *Associate in Medicine and Physiology*

M.D., Heidelberg, 1927; Research Assoc. and Ass't. to Prof. O. Warburg, Kaiser Wilhelm Institut f. Zellphysiologie, Berlin-Dahlem, 1927-1928 and 1933-1934; Ass't. to Prof. von Bergmann, Med. Clinic, Univ. of Berlin, 1929-1933; *Associate Physician, Duke Hospital, 1934—*

ANGUS MURDOCH McBRYDE, B.S., M.D., *Assistant Professor of Pediatrics*

B.S., Davidson, 1924; M.D., Pennsylvania, 1928; Int. and Res. in Ped., Univ. of Pennsylvania Hosp., 1928-1930; Ass't. Res. in Ped., Johns Hopkins Hosp., 1930-1931; *Assistant Pediatrician, Duke Hospital, 1931—*

PAUL PRESSLY McCAIN, A.B., M.D., *Assistant Professor of Clinical Medicine*

A.B., Erskine, 1907; M.D., Maryland, 1911; Int. Bay View Hosp., Baltimore, 1911-1912; Res. Gaylord Farm Sanat., Wallingford, Conn., 1912-1914; Chief of Med. Service, 1914-1924, and Sup't. North Carolina Tubercul. Sanat., 1924.

FORREST DRAPER McCREA, B.S., M.S., Ph.D., *Associate Professor of Physiology and Pharmacology*

B.S., Purdue, 1918; M.S., Illinois, 1923; Ph.D., Wisconsin, 1927; Instr. in Physiol., Univ. Illinois, 1920-1923; Instr. in Physiol., Wisconsin Med. Sch., 1923-1927; Ass't. Prof. of Physiol. and Pharmacol., Georgia Med. Coll., 1927-1929; Sr. Instr. in Physiol., Western Reserve Med. Sch., 1929-1930.

DONALD STOVER MARTIN, A.B., M.D., *Associate in Bacteriology and Medicine*

A.B., Johns Hopkins, 1925; M.D., Rochester, 1930; Int. in Ped., Strong Mem. Hosp., 1930-1931; Ass't. in Physiol. and Ass't. in Bact., Rochester Med. Sch., 1926-1927 and 1931-1932; *Associate Bacteriologist, Duke Hospital, 1932—*

ARTHUR SPERRY PEARSE, B.S., A.M., Ph.D., *Professor of Zoölogy*

B.S. and A.M., Nebraska, 1900 and 1904; Ph.D., Harvard, 1908; Austin teaching Fellow, Harvard, 1907-1908; London School of Hygiene and Tropical Medicine, 1926; Instr. of Zoölogy, Michigan, 1908-1910; Ass't. Prof., 1910-1911; St. Louis, 1911; Wisconsin, 1911-1912; Assoc. Prof., 1912-1919; Prof., 1919-1927.

WILLIAM ALEXANDRE PERLZWEIG, B.S., A.M., Ph.D., *Professor of Biochemistry*

B.S., A.M., and Ph.D., Columbia, 1913, 1914, and 1915; Ass't. in Physiol. Chem., Columbia Med. Sch., 1913-1916; Research Chemist, Rockefeller Institute, 1916-1917; Research Biochemist, Hygienic Laboratory, U. S. P. H. S., 1919-1921; Instr. and Assoc. in Med., Johns Hopkins Med. Sch., 1922-1930; Chemist to the Med. Clin., Johns Hopkins Hosp., 1922-1930; *Biochemist, Duke Hospital, 1930—*

ELBERT LAPSLEY PERSONS, A.B., M.D., *Associate in Medicine and Dermatology*

A.B., Ohio State, 1923; M.D., Harvard, 1927; House Officer, Huntington Mem. Hosp., Boston, 1925-1926; Int. and Res. in Med., Massachusetts General Hosp., 1927-1930; Teaching Fellow in Med., Harvard Med. Sch., 1929-1930; Instr. in Med., Duke Med. Sch., 1930-1934; Res. in Med. and *Assistant Physician, Duke Hospital, 1930—*

WATSON SMITH RANKIN, M.D., *Lecturer in Preventive Medicine and Public Health*

M.D., Maryland, 1901; Int., and Res. in Path., Univ. of Maryland Hosp., 1901-1903; Dean and Prof. of Path., Wake Forest Coll., 1903-1909; Sec'y., State Board of Health and State Health Officer, North Carolina, 1909-1925; *Director of Hosp. and Orphan Section, The Duke Endowment, 1925—*

ROBERT ALEXANDER ROSS, B.S., M.D., *Assistant Professor of Roentgenology*

A.B. and M.D., Baylor, 1920 and 1924; Int. Baylor Hosp., 1924-1925; Res. in Roentgenol., Massachusetts General Hosp., 1925-1926; Ass't. Attending Physician in Roentgen Ray Dept., Presbyterian Hosp. and Med. Center, N. Y., 1926-1930; Instr. in Med., Columbia Med. Sch., 1926-1930; *Roentgenologist, Duke Hospital, 1930—*

ROBERT ALEXANDER ROSS, B.S., M.D., *Assistant Professor of Obstetrics and Gynecology*

B.S., Univ. of North Carolina, 1920; M.D., Pennsylvania, 1922; Res. Physician, Univ. of Pa. Settlement House, 1921-1922; Int., Episcopal Hosp., Phila., 1922-1924; Int. and Res. Kensington Hosp. for Women, 1923-1925; Obstetrician, Watts Hospital; Obstetrician, Salvation Army Hospital; Consulting Obstetrician and Gynecologist, Lincoln Hospital; *Associate Obstetrician and Gynecologist, Duke Hospital, 1930—*

JULIAN MEADE RUFFIN, A.B., M.A., M.D., *Assistant Professor of Medicine*

A.B., M.A. and M.D., Virginia, 1921, 1922 and 1926; Int. and House Officer, Bellevue Hosp., N. Y., 1926-1928; Instr. in Phys. Diag., George Washington Med. Sch., 1928-1930; *Assistant Physician, Duke Hospital, 1930—*

ALFRED RIVES SHANDS, JR., B.A., M.D., *Associate Professor of Surgery in charge of Orthopedics*

B.A. and M.D., Virginia, 1918 and 1922; Int. in Med., Ass't. Res. in Surg., Int., Ass't. Res. and Res. in Ortho. Surg., Johns Hopkins Hosp., 1922-1927; Instr. in Ortho. Surg., Johns Hopkins Med. Sch., 1926-1927; Attending Orthopedic Surgeon, four hospitals, Washington, D. C.; Instr. in Ortho., George Washington Univ. Med. Sch., 1927-1930; *Orthopedist, Duke Hospital, 1930—*

DAVID TILLERSON SMITH, A.B., M.D., *Professor of Bacteriology, and Associate Professor of Medicine.*

A.B., Furman, 1918; M.D., Johns Hopkins, 1922; Int. in Ped., Johns Hopkins Hosp., 1922-1923; Ass't. in Path. and Bact., Rockefeller Institute, 1923-1924; Bacteriologist, Pathologist and Director, Research Laboratory of N. Y. State Hosp. for Tuberculosis, Ray Brook, N. Y., 1924-1930; *Bacteriologist and Associate Physician, Duke Hospital, 1930—*

DOUGLAS HAMILTON SPRUNT, B.S., M.S., M.D., *Associate Professor of Pathology*

B.S., Virginia, 1922; M.D. and M.S., Yale, 1927 and 1929; Ass't. Res. and Res. in Path., New Haven Hosp., 1927-1929; Instr. in Path., Yale Med. Sch., 1928-1929; Sterling Research Fellow, 1929-1930; Ass't. in Med., Hosp. of Rockefeller Institute, 1930-1932; *Associate Pathologist, Duke Hospital, 1932—*

FRANCIS HUNTINGTON SWETT, A.B., M.A., Ph.D., *Professor of Anatomy*

A.B., Bates, 1916; M.A., Brown, 1917; Ph.D., Yale, 1922; Instr. and Assoc. in Anat., Johns Hopkins Med. Sch., 1922-1925; Assoc. Prof. of Anat., Vanderbilt Med. Sch., 1925-1930.

HAYWOOD MAURICE TAYLOR, B.S., M.S., Ph.D., *Assistant Professor of Biochemistry and Toxicology*

B.S., M.S., and Ph.D., Univ. of North Carolina, 1920, 1921, and 1924; Instr. in Chem. and Pharmaceut. Chem., Univ. of North Carolina, 1920-1925; Research Chemist, E. R. Squibb & Sons, and Fisk Rubber Company, 1925-1928; Instr. in Ophthalmol., and Chemist to Wilmer Institute, Johns Hopkins Hosp., 1928-1930; Visiting Fellow in Forensic Med., New York Univ., 1934; *Associate Biochemist and Toxicologist, Duke Hospital, 1930—*

ANNE YATES, A.B., A.M., Ph.D., *Associate in Biochemistry*

A.B., Mount Holyoke, 1913; A.M. and Ph.D., Columbia, 1915 and 1920; Teach. Fellow in Chem., Barnard, 1913-1915; Instr. in Physiol., Mount Holyoke, 1915-1917; Teach. Fellow in Physiol., Minnesota Med. Sch., 1917-1918; Instr. in Physiol., Wellesley, 1919-1920; Assoc. in Biol., Bryn Mawr, 1920-1925; Ass't. Scientist, St. Elizabeth's Hosp., 1926-1933; *Assistant Biochemist, Duke Hospital, 1933—*

JAY MORRIS ARENA, B.S., M.D., *Instructor in Pediatrics*

B.S., West Virginia, 1930; M.D., Duke, 1932; Int. in Ped., Johns Hopkins Hosp., 1932-1933; Ass't. Res. and *Resident in Pediatrics, Duke Hospital, 1933—*

THEODORE W. ATWOOD, A.B., D.M.D., *Assistant in Dentistry*

A.B., Duke, 1928; D.M.D., Harvard, 1932; *Dentist, Duke Hospital, 1934—*

GEORGE JAY BAYLIN, A.B., *Assistant in Anatomy*

A.B., Johns Hopkins, 1932.

JASPER LAMAR CALLAWAY, M.D., *Assistant in Medicine*

M.D., Duke, 1932; Fellow in Derm. and Syphil., Univ. of Penna. Hosp., 1933; Int. and *Assistant Resident in Medicine, Duke Hospital, 1933—*

ERNEST WILLIAM CONSTABLE, B.S., M.S., Ph.D., *Research Fellow in Biochemistry*

B.S., North Carolina State, 1921; M.S. and Ph.D., North Carolina, 1923 and 1934.

GEORGE HENRY DERIEUX, B.S., M.D., *Assistant in Obstetrics and Gynecology*

B.S. and M.D., Virginia, 1928 and 1932; Int. and *Assistant Resident in Obstetrics and Gynecology, Duke Hospital, 1933—*

MACDONALD DICK, B.A., M.A., M.D., *Associate in Medicine, Physiology and Pharmacology*

B.A. and M.A., Virginia, 1922 and 1923; M.D., Johns Hopkins, 1928; Int. and Ass't. Resident, Vanderbilt Univ. Hosp., 1928-1930; Ass't. in Path. and Bact., Rockefeller Institute, 1930-1932; *Assistant Physician, Duke Hospital, 1932—*

ALFRED DEADERICK DOAK, A.B., M.D., *Assistant in Medicine*

A.B., Georgetown Coll., 1928; M.D., Harvard, 1933; Int. and *Assistant Resident in Medicine, Duke Hospital, 1933—*

JESSE HARRISON EPPERSON, B.S., *Instructor in Preventive Medicine and Public Health*

B.S., Oklahoma, 1914; Health Officer, Durham City and County, 1922—

JOHN WENDELL EVERETT, A.B., Ph.D., *Instructor in Anatomy*

A.B., Olivet, 1928; Ph.D., Yale, 1932; Instr. in Biol., Goucher, 1930-1931.

HAROLD FINKELSTEIN, B.S., M.D., *Instructor in Anatomy and Surgery*

B.S., Yale, 1924; M.D., Johns Hopkins, 1928; Int. and Asst. Res. in Surg., Johns Hopkins Hosp., 1928-1929 and 1930-1931; Fellow in Surg., Johns Hopkins Med. Sch., 1929-1930; Ass't. Res. and Res. in Sur., and *Assistant Surgeon, Duke Hospital, 1931—*

RICHARD VAN FLETCHER, B.S., M.D., *Assistant in Surgery*

B.S., Georgia, 1929; M.D., Johns Hopkins, 1933; Int. and *Assistant Resident in Surgery, Duke Hospital, 1933—*

CLARENCE DEARBORN FREEMAN, JR., A.B., M.D., *Assistant in Obstetrics and Gynecology*

A.B., Virginia, 1928; M.D., Virginia, 1932; Int. and *Assistant Resident in Obstetrics and Gynecology, Duke Hospital, 1933—*

CHARLES HOUSTON GAY, A.B., M.D., *Assistant in Pediatrics*

A.B. and M.D., Duke, 1929 and 1933; Int., The Children's Clinic, N. Y. City, and New Haven Hosp., 1933-1934; *Assistant Resident in Pediatrics, Duke Hospital, 1934—*

WILLIAM LORENZ HALTOM, A.B., M.D., *Instructor in Urology*

A.B., Hendrix, 1925; M.S., Alabama, 1929; M.D., Duke, 1932; Int., Duke Hosp., 1932-1933; Res., Presbyterian Hosp., Chicago, 1933-1934; *Resident in Urology, Duke Hospital, 1934—*

WALTER THALMAN HASLER, A.B., M.D., *Assistant in Otolaryngology*

A.B., Brigham Young, 1929; M.D., Duke, 1933; Int., Church Home and Infirmary, Balto., 1933-1934; *Assistant Resident in Otolaryngology, Duke Hospital, 1934—*

CHARLES LEWIS HAYWOOD, JR., A.B., M.A., M.D., *Instructor in Anatomy*

A.B. and M.A., Virginia, 1923; M.D., Harvard, 1927; Int. and Res. in Surg., Fifth Ave. Hosp., 1927-1929.

GEORGE HEINITSH, B.S., M.D., *Assistant in Surgery*

B.S., Univ. of N. Carolina, 1930; M.D., Duke, 1932; Int. in Surg., Fellow of Priv. Diag. Clinic, and *Assistant Resident in Otolaryngology, Duke Hospital, 1932—*

WILLIAM HENRY HOLLINSHEAD, B.A., M.S., Ph.D., *Instructor in Anatomy*

B.A., M.S., and Ph.D., Vanderbilt, 1926, 1927, and 1932; Instr. in Biol., Vanderbilt, 1927-1930.

CHARLES WRIGHT HOOKER, A.B., A.M., Ph.D., *Research Fellow in Medicine*

A.B., A.M., and Ph.D., Duke, 1930, 1932, and 1934.

JULIA MARY JONES, A.B., *Assistant in Anatomy*

A.B., Ohio State, 1930.

AUSTIN LOUIS JOYNER, B.S. and M.D., *Research Fellow in Medicine.*

B.S. and M.D., Duke, 1934.

GEORGE W. JOYNER, B.S., M.D., *Assistant in Surgery*

B.S., Wake Forest, 1930; M.D., Duke, 1932; Int. in Surg., and *Assistant Resident in Surgery, Duke Hospital, 1932—*

JAMES RAYMOND KLEIN, A.B., *Assistant in Biochemistry*

A.B., Duke, 1934.

ALBERT A. KONDRITZER, A.B., M.S., *Assistant in Biochemistry*

A.B. and M.S., Cincinnati, 1931 and 1932; Fellow in Biochemistry, Cincinnati, 1931-1934.

JACOB STAUFFER LEHMAN, B.S., M.D., *Instructor in Roentgenology*

B.S. and M.D., Hahnemann, 1929 and 1931; Int., Hahnemann Hosp., 1931-1932; Roentgenology Dept., Hahnemann Hosp., 1932-1933; Resident in Roentgenology and *Assistant Roentgenologist, Duke Hospital, 1933—*

ERNEST PARRISH McCUTCHEON, D.D.S., *Instructor in Dentistry*

D.D.S., Atlanta Southern Dental College, 1928; *Dentist, Duke Hospital, 1930—*

ROBERT LINDSAY McMILLAN, M.D., *Assistant in Medicine*

M.D., Duke, 1933; Int., Univ. Hospitals of Cleveland, 1933-1934; *Assistant Resident in Medicine, Duke Hospital, 1934—*

HARRY OSCAR MICHEL, B.S., *Assistant in Biochemistry*

B.S., Calif., 1933; Research in Biochemistry, Univ. of Calif., 1933-1934.

ARCH SHERROD MORROW, A.B., *Assistant in Anatomy*

A.B., Davidson, 1932.

MAX OGLESBEE OATES, A.B., M.D., *Instructor in Surgery*

A.B. and M.D., Johns Hopkins, 1924 and 1929; Int. in Surg., Johns Hopkins Hosp., 1929-1930; Instr. in Path., Duke Med. Sch., 1931-1932;; Ass't. Res. and Res. in Path., and *Assistant Resident in Surgery, Duke Hospital, 1930—*

EDWARD STEWART ORGAIN, M.D., *Instructor in Medicine and Physiology*

M.D., Virginia, 1930; Int., Ass't. Res. and Res. in Med., Univ. Hospital of Cleveland, 1930-1933; Res. Fellow in Med., Mass. General Hosp., 1933-1934; *Assistant Physician, Duke Hospital, 1934—*

MADISON EDWARD PARRISH, B.S., M.D., *Assistant in Roentgenology*

B.S., Furman, 1928; M.D., South Carolina, 1932; Int., James Walker Memorial Hospital, Wilmington, N. C., 1932-1933; Medical Corps, U. S. A., 1933-1934; *Assistant Resident in Pediatrics, Duke Hospital, 1934—*

EVERETT BLANKS POOLE, A.B., M.D., *Instructor in Medicine*

A.B., Howard, 1926; M.D., Vanderbilt, 1931; Int., Tenn. Coal, Iron and R. R. Hosp., 1931-1932; Ass't. Res. and *Resident in Medicine, Duke Hospital, 1932—*

MARY ALVERTA POSTON, *Assistant in Bacteriology*

Ass't. in Biol. Lab., Johns Hopkins Hosp., 1922-1930; *Assistant Bacteriologist, Duke Hospital, 1930—*

RICHARD BEVERLY RANEY, A.B., M.D., *Instructor in Orthopedics*

A.B., Univ. of Carolina, 1926; M.D., Harvard, 1930; Int. Ass't. Res. and Assoc. Res. in Surg., Strong Memorial Hosp., 1930-1934; *Resident in Orthopedics, Duke Hospital, 1934—*

PAUL GERHARD REQUE, M.D., *Assistant in Medicine*

M.D., Duke, 1933; Int. and *Assistant Resident in Medicine, Duke Hospital, 1933—*

RAYMOND HARRISON RIGDON, B.S., M.D., *Instructor in Pathology*

B.S. and M.D., Emory, 1929 and 1931; Int., Ass't. Res., and *Resident in Pathology, Duke Hospital, 1931—*

JAMES M. RUEGSEGGER, A.B., M.D., *Instructor in Medicine*

A.B., Baldwin-Wallace, 1922; M.D., Western Reserve, 1931; Int. and Ass't. Res. in Med., Duke Hospital, 1931-1934; on leave of absence, 1934-1935, at Boston City Hospital.

PAUL WELDON SANGER, A.B., M.D., *Assistant in Surgery*

A.B., Oklahoma, 1927; M.D., Vanderbilt, 1931; Int. and *Assistant Resident in Surgery, Duke Hospital, 1931—*

EUGENE NESTOR SCADRON, A.B., M.D., *Research Fellow in Medicine*

A.B., Dartmouth, 1930; M.D., Duke, 1934.

HERMAN MAX SCHIEBEL, A.B., M.D., *Assistant in Surgery*

A.B. and M.D., Johns Hopkins, 1929 and 1933; Int. and *Assistant Resident in Surgery, Duke Hospital, 1933—*

WILLIAM SCHULZE, B.S., *Assistant in Anatomy*

B.S., Richmond, 1932.

MARY ELIZABETH SHIPP, A.B., M.A., *Research Assistant in Anatomy*

A.B. and M.A., Duke, 1929 and 1932.

SUSAN GOWER SMITH, A.B., M.A., *Instructor in Physiology and Pharmacology*

A.B., Winthrop and Barnard, 1916 and 1919; M.A., Columbia, 1924; Chemist, N. Y. State Hosp., 1926-1930.

WALTER LEE THOMAS, JR., A.B., M.A., M.D., *Instructor in Obstetrics and Gynecology*

A.B., Lynchburg, 1926; M.A. and M.D., Virginia, 1927 and 1931; Int., Virginia-Mason Hosp., 1930-1931; Ass't. Res. and *Resident in Obstetrics and Gynecology, Duke Hospital, 1931—*

MARGARET DOROTHY WEBSTER, B.Sc., M.Sc., *Assistant in Physiology and Pharmacology*

B.Sc. and M.Sc., Dalhousie, 1933 and 1934.

JARRETT EARL WILLIAMS, M.D., *Assistant in Pathology*

M.D., Duke, 1933; Int. and *Assistant Resident in Pathology, Duke Hospital, 1933—*

WILLIAM EDGAR WILKINSON, B.S., M.D., *Assistant in Surgery*

B.S., Davidson, 1928; M.D., Duke, 1932; Int. in Surg., 1932-1933; Ass't. Res. in Path., 1933-1934, and *Assistant Resident in Surgery, Duke Hospital, 1934—*

KE-FANG YAO, M.D., *Fellow in Bacteriology*

M.D., Hunan Yale, China, 1924; Int., Kashing General Hosp., 1924-1925; Ass't. Res. in Path., 1925-1926; Ass't. in Parasitology, 1926-1929; Peiping Union Med. Coll.; Assoc. in Med., Huchow General Hosp., 1929-1934.

DAVID YOUNG, M.D., *Instructor in Neuropsychiatry*

Med. House Officer, Mass. General Hosp., 7/1/31-1/31/33; Int. and Res. in Neurol., Bellevue Hosp., 2/1/33-12/31/33; Int. in Psychiatry, Worcester State Hosp., 1/1/34-7/31/34; Junior Ass't. Phys. in Psychiatry, McLean Hosp., 8/1/34-12/31/34; *Resident Neuropsychiatrist, Duke Hospital, 1935—*

LOUIS BERNARD ZIV, A.B., M.D., *Instructor in Surgery*

A.B. and M.D., Johns Hopkins, 1926 and 1930; Int., Ass't. Res. and *Resident in Surgery, Duke Hospital, 1930—*

STAFF OF DUKE HOSPITAL

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Elsie Wilson Martin, A.B., M.S., *Professor of Dietetics.*
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Judith Farrar, A.B., B.S., *Librarian.*
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William Banks Anderson, A.B., M.D., *Ophthalmology.*
Bayard Carter, A.B., B.A., M.A., M.D., *Obstetrics and Gynecology.*
Raymond S. Crispell, A.B., M.D., *Neuropsychiatrist.*
Wilburt Cornell Davison, A.B., B.A., B.Sc., M.A., D.Sc., M.D., *Pediatrics.*
Watt Weems Eagle, A.B., M.D., *Otolaryngology.*
Wiley Davis Forbus, A.B., M.D., *Pathology.*
Frederic Moir Hanes, A.B., A.M., M.D., *Medicine.*
Deryl Hart, A.B., M.A., M.D., *Surgery.*
Ernest Parrish McCutcheon, D.D.S., *Dentistry.*
William Alexandre Perlzweig, B.S., A.M., Ph.D., *Biochemistry.*
Robert James Reeves, A.B., M.D., *Roentgenology.*
Alfred Rives Shands, Jr., B.A., M.D., *Orthopedics.*
David Tillerson Smith, A.B., M.D., *Bacteriology.*

Associate Staff

Macdonald Dick, A.B., M.A., M.D., *Medicine.*
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Christopher Johnston, A.B., M.D., *Medicine.*
Thomas T. Jones, A.B., M.D., *Medicine.*
William Henry Kelley, M.D., *Medicine.*
Walter Kempner, M.D., *Medicine.*
Donald Stover Martin, A.B., M.D., *Medicine and Bacteriology.*
William Stewart Orgain, M.D., *Medicine.*
Elbert Lapsley Persons, A.B., M.D., *Medicine and Dermatology.*

JULIAN MEADE RUFFIN, A.B., M.A., M.D., *Medicine.*
DAVID TILLERSON SMITH, A.B., M.D., *Medicine.*
CLARENCE ELLSWORTH GARDNER, JR., A.B., M.D., *Surgery.*
ROBERT RANDOLPH JONES, JR., A.B., M.D., *Surgery.*
THEODORE W. ATWOOD, A.B., D.M.D., *Dentistry.*
EDWIN CROWELL HAMBLEN, B.S., M.D., *Obstetrics and Gynecology.*
ROBERT ALEXANDER ROSS, B.S., M.D., *Obstetrics and Gynecology.*
ANNIE THOMPSON SMITH, A.B., A.M., M.D., *Obstetrics and Gynecology.*
BAIRD URQUHART BROOKS, B.S., M.D., *Pediatrics.*
ARTHUR HILL LONDON, JR., A.B., M.D., *Pediatrics.*
ANGUS MCBRYDE, B.S., M.D., *Pediatrics.*
JACOB STAUFFER LEHMAN, B.S., M.D., *Roentgenology.*
ROGER DENIO BAKER, A.B., M.D., *Pathology.*
DOUGLAS HAMILTON SPRUNT, B.S., M.S., M.D., *Pathology.*
HAYWOOD MAURICE TAYLOR, B.S., M.S., Ph.D., *Toxicology.*
ANNE YATES, A.B., A.M., Ph.D., *Biochemistry.*

Resident Staff

Residents

EVERETT BLANKS POOLE, A.B., Howard, 1926; M.D., Vanderbilt, 1931; *Medicine.*
LOUIS BERNARD ZIV, A.B. and M.D., Johns Hopkins, 1926 and 1930; *Surgery.*
WILLIAM LORENZ HALTOM, A.B., Hendrix, 1925; M.D., M.S., Alabama, 1929; Duke, 1932; *Urology.*
RICHARD BEVERLY RANEY, A.B., North Carolina, 1926; M.D., Harvard, 1930; *Orthopedics.*
WALTER LEE THOMAS, JR., A.B., Lynchburg, 1926; M.A. and M.D., Virginia, 1927 and 1931; *Obstetrics and Gynecology.*
JAY MORRIS ARENA, M.D., Duke, 1932; *Pediatrics.*
RAYMOND HARRISON RIGDON, B.S. and M.D., Emory, 1929 and 1931; *Pathology.*
DAVID YOUNG, A.B., North Carolina, 1928; M.D., Harvard, 1931; *Neuropsychiatry.*
SNOWDEN COWMAN HALL, A.B., William and Mary, 1923; M.D., Harvard, 1930; *Private Diagnostic Clinic.*

Assistant Residents

JASPER LAMAR CALLAWAY, M.D., Duke, 1932; *Medicine.*
ALFRED DEADERICK DOAK, A.B., Georgetown, 1928; M.D., Harvard, 1933; *Medicine.*
ROBERT LINDSAY MCMILLAN, M.D., Duke, 1934; *Medicine.*
PAUL GERHARD REQUE, M.D., Duke, 1933; *Medicine.*
RICHARD VAN FLETCHER, B.S., Georgia, 1929; M.D., Johns Hopkins, 1933; *Surgery.*
GEORGE W. JOYNER, B.S., Wake Forest, 1930; M.D., Duke, 1932; *Surgery.*
PAUL WELDON SANGER, A.B., Oklahoma, 1927; M.D., Vanderbilt, 1931; *Surgery.*

HERMAN MAX SCHIFBEL, A.B. and M.D., Johns Hopkins, 1929 and 1933; *Surgery.*

WILLIAM EDGAR WILKINSON, B.S., Davidson, 1928; M.D., Duke, 1932; *Surgery.*

WALTER THALMAN HASLER, A.B., Brigham Young, 1929; M.D., Duke, 1933; *Otolaryngology.*

GEORGE HEINITSH, B.S., North Carolina, 1930; M.D., Duke, 1932; *Otolaryngology.*

GEORGE HENRY DERIEUX, B.S. and M.D., Virginia, 1928 and 1932; *Obstetrics and Gynecology.*

CLARENCE DEARBORN FREEMAN, A.B. and M.D., Virginia, 1928 and 1932; *Obstetrics and Gynecology.*

CHARLES HOUSTON GAY, A.B. and M.D., Duke, 1929 and 1933; *Pediatrics.*

JARRETT EARL WILLIAMS, M.D., Duke, 1933; *Pathology.*

MADISON EDWARD PARRISH, B.S., Furman, 1928; M.D., South Carolina, 1932; *Roentgenology.*

Internes

J. SAMUEL BAKER, A.B., Southern California, 1931; M.D., Duke, 1934; *Medicine.*

ELEANOR BEAMER EASLEY, B.A., Idaho, 1928; M.A., Iowa, 1929; M.D., Duke, 1934; *Medicine.*

MICHAEL JOSEPH LEPORE, B.S., New York Univ., 1929; M.S. and M.D., Rochester, 1931 and 1934; *Medicine.*

R. GREGORY MAGRUDER, B.S. and M.D., Virginia, 1929 and 1933; *Medicine.*

TALMAGE LEE PEELE, A.B. and M.D., Duke, 1929 and 1934; *Medicine.*

EDWIN MACRAE RUCKER, A.B., Randolph-Macon, 1927; M.D., Duke, 1934; *Medicine.*

SAMUEL E. UPCHURCH, B.A. and M.D., Vanderbilt, 1929 and 1933; *Medicine.*

JAMES HENDERSON CHERRY, B.S. and M.D., Duke, 1932 and 1933; *Surgery.*

RALPH JAMES JOHANSMANN, B.S. and M.D., Cincinnati, 1930 and 1934; *Surgery.*

JOHN SANDERS MILLER, JR., A.B. and M.D., Hopkins, 1929 and 1934; *Surgery.*

FRANCIS LEROY OWENS, M.D., Duke, 1934; *Surgery.*

ALBERT RANDALL SMITH, M.D., Duke, 1934; *Surgery.*

JAMES EDWARD WILSON, A.B., West Virginia, 1930; M.D., Hopkins, 1934; *Surgery.*

CHARLES H. MAUZY, JR., B.S., Davidson, 1929; M.D., Virginia, 1933; *Obstetrics and Gynecology.*

SHELDON PAYNE, B.S. and M.D., Yale, 1928 and 1931; *Obstetrics and Gynecology.*

GIFFORD DEALTON SEITZ, B.A. and M.D., Oregon, 1928 and 1932; *Obstetrics and Gynecology.*

JAMES LEATH COLLIER, B.A., Rice, 1929; M.D., Tulane, 1933; *Pediatrics.*
BARBARA ANN HEWELL, A.B., Goucher, 1924; M.D., Vanderbilt, 1932; *Pediatrics.*
LOUIS CARROLL ROBERTS, A.B., Davidson, 1930; M.D., Duke, 1933; *Pathology.*
LOUIS JOHN SAXE, M.D., Duke, 1934; *Student Health Service.*
A. FRASER LAPSLEY, B.S., Richmond, 1933; M.D., Virginia, 1933; *Private Diagnostic Clinic.*

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GENERAL STATEMENT

Duke University School of Medicine and Duke Hospital were established in 1925, through the munificent gift of the late James B. Duke. The hospital and public dispensary were opened for patients on July 21, 1930, and up to January 1, 1935, 48,000 patients had been registered under the unit history system. During 1934 the average hospital census was 236; 86,100 days of hospital care were given; and 38,000 visits were made to the public dispensary. On October 1, 1934, two hundred and ten medical students were registered.

The *School of Medicine* has been planned to insure the greatest correlation between the various departments. These facilities are available also for students who are studying for degrees other than that of Doctor of Medicine. The *Hospital* has every modern convenience for the diagnosis, proper care, welfare and comfort of the patients, both private and charity, white and colored, whether they come from Durham or from a distance. The School of Medicine has been approved as class A, and the Hospital has been approved for interneships and residencies by the Council on Medical Education and Hospitals of the American Medical Association. The School of Medicine also has been approved by the Association of American Medical Colleges, and the Hospital by the American College of Surgeons.

FACILITIES OF THE HOSPITAL

The Duke Hospital has four hundred and fifty-six beds, including fifty bassinets for newly born infants. *Medicine*, including dermatology, neurology, and psychiatry, has one hundred and eleven ward beds; *surgery*, including urology, otolaryngology, ophthalmology, and orthopedics, one hundred and five ward beds; *obstetrics*, including *gynecology*, fifty-six, and fifty bassinets; and *pediatrics*, fifty-two. There are eighty-two private rooms and semi-private cubicles, seven operating rooms, four obstetrical delivery rooms, and accommodations for a resident staff of fifty. Offices and examining rooms for the members of the medical faculty are located in the hospital.

PUBLIC WARD PATIENTS. Duke Hospital cannot give charity treatment to all who apply; therefore patients whose incomes are less than fifteen dollars per week should apply for examinations or for admission to the public wards, through their family physicians, to the Duke Public Dispensary.

PRIVATE PATIENTS. Patients who can pay the ward and private rates of $3.50 to $9.00 per day, exclusive of professional services, may at any time, through their family physicians, in consultation with any member of the hospital staff, make reservations by telephoning to the admitting office for private examinations.

PUBLIC DISPENSARY

The public dispensary, with ninety examination and treatment rooms, a physiotherapy division, and a brace and instrument shop, is equipped for the diagnosis and treatment of all forms of disease.

PRIVATE DIAGNOSTIC CLINIC

The Private Diagnostic Clinic was organized to coördinate the diagnostic studies, and better to care for all the complicated problems arising in the examination of private patients. The clinical staff of Duke Hospital and School of Medicine form the professional staff of this clinic, while the financial side is handled by a business manager.

SCHOOL OF NURSING

The next class of students will be admitted to the Duke University School of Nursing on September 30, 1935, but applications should be sent as soon as possible; applications will be considered in order of receipt. The entrance requirements are intelligence, character, and graduation from an acceptable high school. The course leading to the Diploma of Graduate Nurse consists of three years of eleven months each.

Duke University grants the degree of Bachelor of Science in Nursing to women who have completed successfully two years of college work (sixty semester-hours) in Duke University or another approved university or college, in addition to the three-year course leading to the Diploma of Graduate Nurse in

Duke University School of Nursing, provided they have had certain specified college courses.

SCHOOL OF DIETETICS

In addition to the training of medical students and nurses in dietetics, women whose previous training is acceptable may be admitted to the School of Dietetics, and are given the Diploma of Graduate Dietitian after the successful completion of the course of one year. The course includes both academic instruction and actual experience.

POSTGRADUATE STUDY

The need for more provision for postgraduate study is very acute not only in this country but abroad. There are very few clinics to which a physician can go, after he has been in practice several years, to obtain the additional training which he has found he requires. The School of Medicine is attempting to fill this need.

INTERNESHIPS AND RESIDENCIES

Interneships of one year's duration with room, board, laundry, and uniforms furnished, but without salary, are available in *medicine* (including dermatology, neurology, and psychiatry), in *obstetrics* and *gynecology*, in *pediatrics*, in *surgery* (including general surgery, urology; and orthopedics), or in *pathology*, commencing each July and September.

After the completion of an interneship in Duke Hospital or in another acceptable hospital, a certain number may be appointed as assistant residents in medicine, surgery, obstetrics and gynecology, pediatrics, neuropsychiatry, orthopedics, urology, otolaryngology, roentgenology, pathology, or biochemistry, or as fellows of the private diagnostic clinic, at a salary of $250 per year, with maintenance, and eventually may be promoted to the residency in the various departments or subdepartments of the hospital at an annual salary of $500 to $1,000 with maintenance.

LIBRARY

In addition to the general library of Duke University and the departmental libraries of biology, chemistry, and physics,

which have 387,737 volumes available for medical students, Duke Hospital Library contains 29,904 volumes of American and foreign medical literature and subscribes to 283 current American and foreign medical and other scientific journals. These books and journals are available daily from 8:30 A.M. to 11:00 P.M. for the students, nurses, staff, and medical profession.

REQUIREMENTS FOR ADMISSION

Intelligence and character are the essential qualifications for admission.

In addition, each candidate must have the following preparation, which includes the minimal requirements for class A medical schools:

1. At least two years of college work (70 semester-hours), including:

2. *Biology:* At least one year (12 semester-hours, one half of which must be laboratory work, and must include training in embryology). A course in comparative anatomy also is recommended.

3. *Chemistry:* At least two years (10 semester-hours of inorganic chemistry including short or preliminary courses in qualitative and quantitative analysis, **and** 6 semester-hours of organic chemistry; one half of each course must be laboratory work). These represent the minimal requirements in chemistry. Additional courses in analytical and physical chemistry are desirable.

4. *Physics:* At least one year (10 semester-hours, one half of which must be laboratory work).

5. *English:* At least two years (12 semester-hours).

6. *Mathematics:* At least one year (6 semester-hours; a working knowledge of logarithms is essential, and one of calculus is desirable).

7. *German:* A reading knowledge of scientific German is highly desirable.

8. Applicants are required to take the aptitude tests of the Association of American Medical Colleges unless specifically excused by the school. These tests were given at most of the colleges and universities on December 7, 1934.

(Selection is based on the *quality* rather than the *quantity* of preparation.)

REQUIREMENTS FOR ADMISSION TO ADVANCED STANDING

In addition to the requirements for entrance, an applicant for admission to the junior class must present evidence that he will complete successfully the first- and second-year curriculum in a class A medical school consisting of: gross, microscopic, and neuro-anatomy, biochemistry, pharmacology, physiology, gross and microscopic pathology, bacteriology, clinical microscopy, and normal and abnormal physical diagnosis. Students who transfer from other medical schools can be admitted only in the autumn quarter, but are required to spend the preceding summer quarter here, without tuition, studying physical diagnosis and clinical microscopy, and pass the Duke preclinical examinations in September, unless satisfactory evidence of comparable training is furnished the Committee on Admissions. They are eligible to receive their certificates in March or June two years later, depending on whether they attend the intervening summer quarter.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN MEDICINE

Duke University grants the degree of Bachelor of Science in Medicine to students who have completed satisfactorily seventy semester-hours of college work in Duke University or another approved university or college, six quarters in the Duke University School of Medicine, *creditable extra* work in any department, and an accepted thesis. No credit toward this degree is given for additional college work, and students who have a bachelor's degree are not eligible. Students who wish to study for this degree should, during their third quarter, arrange a program of extra work with the head of the department concerned.

REQUIREMENTS FOR THE DEGREE OF DOCTOR OF MEDICINE

The degree of Doctor of Medicine is conferred upon those who, after fulfilling all the requirements for entrance, have completed, to the satisfaction of the executive committee, twelve quarters of the curriculum of the School of Medicine, and then have spent two years in satisfactory training in a hospital or

laboratory acceptable to the executive committee. After the successful completion of the twelfth quarter, students are given certificates, and after the requirement of hospital or laboratory training has been met, the degree of Doctor of Medicine is conferred.

DEPARTMENTS OF INSTRUCTION

Anatomy

The autumn quarter and two days per week during the winter quarter of the first year are devoted to the courses of instruction in gross human anatomy, histology, and neurology *required* of all entering students. Further work in these subjects and advanced studies in various other branches of anatomy may be undertaken during the student's free time. Prospective candidates for *elective* work should discuss their wants with the member of the staff in charge of the particular field in which work is requested, because only a small number can be accommodated in each group. A few properly qualified students may be permitted to undertake original research under the direction of various members of the staff.

Biochemistry

The *required* course in general biochemistry for first year students in medicine and for properly qualified graduate students in other departments of the university is given during the winter quarter. Three lectures and four laboratory periods of three hours each per week for eleven weeks present a general outline of the subject to be supplemented by systematic reading. At least once a week the students meet in small groups with instructors for conferences and discussion of the laboratory work.

Electives in pathological chemistry, blood analysis, selected methods of biochemical research and the organic chemistry of proteins and carbohydrates are offered to groups of qualified students in the autumn, spring, and summer quarters. Details will be posted on the bulletin board. The facilities of the department of biochemistry, including various types of research equipment, and of the clinical material of the blood chemistry laboratory, are available for independent or supervised investigations.

Physiology and Pharmacology

The *required* courses consist of (a) a lecture course in physiology and pharmacology, including nutrition; (b) a laboratory course covering physiology, pharmacology and nutrition; and

(c) a seminar in which problems arising in the laboratory and in the student's reading are discussed.

Elective courses covering particular aspects of these subjects, including pathological physiology and research in special fields, are available. Details will be posted on the bulletin board.

Pathology

The *required* course in general pathology for second year students is given in the autumn and winter quarters. The class is divided into small groups, one instructor being assigned to each group. For the purpose of teaching the gross pathological alterations of tissue, the museum material, which consists of complete cases preserved as separate units, has been classified into well recognized groups, such as obstructions, diseases due to animal parasites, tumors, etc.; each group of material being placed in a separate laboratory. The various student groups are rotated through these rooms. The microscopic aspects of pathological processes are studied by the students at the same time the gross pathological features of the disease are being considered. Physiological, chemical, and bacteriological phases of the various disease processes also are presented to the student by constant reference to the autopsy protocols and clinical studies of the cases which are being considered by the groups. No formal course of lectures is given. Special lectures on general subjects which have wide application may be given from time to time to the whole class. Attendance at autopsies is required of the students of the second year, the class being divided into small groups which are called in turn. The group members are required to follow all the studies of the cases which they see, and when completed, they must present them in conference before the entire class.

Elective courses in pathology in the spring quarter are available for a limited number of students who have completed the course in general pathology. Research facilities are provided in the department for students who are trained sufficiently to undertake investigation.

Medicine

Bacteriology and serology are taught to first year students during the spring quarter. During their clinical clerkships on medicine (one quarter each for junior and senior classes), the

students may perform the routine and special bacteriological work for the patients assigned to them on the teaching service, under the direction of the department of bacteriology and in parallel with the biological division of the medical clinic. An *elective* course in the newer developments in bacteriology and in immunology is given in the autumn quarter. Opportunities are afforded second year and senior students for investigations during their elective quarters.

Clinical microscopy is given in the autumn quarter of the second year. The course includes the essentials of hematology and the examination of fresh material, such as urine, stools, spinal fluid, sputum, transudates, and exudates. The most important parasites of man are studied by the use of fresh and museum material. Second year and senior students are given opportunities for special work and for investigation during their elective quarters.

Physical diagnosis. The course in physical diagnosis is given to second year students in the winter quarter. In this course the student is instructed first in the art of history taking, then in the examination of normal, and finally in the examination of abnormal, conditions. The class is divided into sections of not more than ten students, and each student is given individual instruction. The students take complete histories and make examinations of one another, which are checked by an instructor. After becoming thoroughly acquainted with normal physical signs, each student is given cases selected from the wards, representing the more common pathological conditions.

This course also is used as an introduction to clinical medicine, and all the specialties are taught by those practicing that particular branch of medicine. For example, the examination of the eye is taught by the division of ophthalmology; that of the ear, nose, and throat, by the division of otolaryngology, etc. The actual distribution of hours is as follows: Medicine (history taking, examination of chest, heart, etc.), 40 hours; surgery (introduction to surgical methods, examination of abdomen, etc.), 11 hours; neuropsychiatry, 16 hours; urology, 6 hours; orthopedics, 7 hours; otolaryngology, 7 hours; ophthalmology, 6 hours; dentistry, 3 hours; obstetrics and gynecology, 17 hours; pediatrics, 9 hours; x-ray, 4 hours; total, 126 hours.

In this way the student receives not only the usual course in normal and abnormal physical signs but also an introduction to clinical medicine and the various specialties.

Junior medicine. Junior students are assigned in small groups for one quarter to the medical wards as clinical clerks. Ward rounds are held from 8:30 to 9:30 A.M., on Mondays, Wednesdays, and Fridays. During the autumn, winter, and spring quarters medical clinics are given on Mondays, Wednesdays, and Saturdays at 11:30 A.M.

Senior medicine. Senior students are assigned for one quarter to the dispensary as clinical clerks. Ward rounds are held from 9:30 to 11:30 A.M. on Mondays and Fridays. Seniors attend medical clinics on Mondays, Wednesdays, and Saturdays at 11:30 A.M.

A course in roentgenology, with especial reference to differential diagnosis and x-ray and radium therapy, is given to senior students during the senior medical quarter.

Neuropsychiatry. Instruction is started in the second year with a course that covers psychobiology and general psychopathology, and which serves as a bridge between the student's work in academic psychology and clinical neuropsychiatry. This course is concerned with the modern conception of the personality, its neurophysiological basis, growth and development, and traits, normal and abnormal. The problems of intelligence and intelligence testing and mental deficiency are discussed. The students are trained in neuropsychiatric method and examination, and they make a psychiatric or personality make-up examination upon themselves. Instruction in neuropsychiatry for junior and senior students is continued by weekly lecture-clinics on Wednesdays at 9:30, during the autumn, winter, and spring quarters. In the autumn quarter the emphasis is on neurology; in the winter and spring quarters the clinical study of psychiatry is developed. The subject of mental disorders in general is considered, and the major psychoses are specifically outlined. The didactic work in neuropsychiatry is supplemented by clinics and by the student's actual experience in handling such psychiatric problems as occur on the wards and in the public dispensary of the hospital. The problems of

the psychoneuroses, of psychotherapy, and of mental hygiene are emphasized.

Surgery

General surgery. In the winter quarter the second year students, during their course in physical diagnosis, attend clinics and demonstrations arranged to familiarize them with the technique of examinations and the diagnostic procedures used in general surgery and the surgical specialties. Emphasis is placed on the more practical and commonly used methods.

During the autumn, winter, and spring quarters, at 11:30 A.M. on Tuesdays and Fridays, and at 9:30 A.M. on Saturdays, clinics in surgery and the surgical specialties are held for junior and senior students. The *junior* students, during their surgical quarter, attend ward rounds in surgery from 8:30 to 9:30, on Mondays, Wednesdays, and Fridays, act as clinical clerks on the wards, avail themselves of the electives offered, and attend the regular clinics. The surgical group in the *senior* year attends ward rounds from 8:30 to 9:30 on Mondays, Wednesdays, and Fridays, the regular clinics and the electives offered, and works in the surgical dispensary in the afternoon. Individuals may take any of the electives offered.

An *elective* course in operative surgery is given in the experimental laboratory during the autumn and spring quarters. During the winter quarter special work in experimental surgery may be arranged by conference with the instructor. The purpose of this course is to teach the basic principles of aseptic surgery as well as of anesthesia. Incidently the student performs a number of operations illustrating various types of surgery, the operative procedures being of gradually increasing difficulty.

An *elective* course in emergency and traumatic surgery is given each quarter. In groups of two, each week, junior or senior students are on call in the emergency room for all accidents and emergencies. Opportunity is given to observe and to assist in the treatment of accident cases and in the diagnosis of acute abdominal emergencies. Lectures, twice each week during the winter quarter, supplement this course.

An *elective* course in anesthesia is open to two properly qualified senior students, each quarter. Students meet the

anesthetist each morning in the operating room and observe and administer anesthetics under supervision.

Ophthalmological division. During the winter quarter second year students receive instruction in elementary ophthalmology. During the senior specialties quarter the students are assigned to the ophthalmological clinic on Tuesday and Friday afternoons for five and one-half weeks, and assist in the study and treatment of eye diseases.

Orthopedic division. In the winter quarter of the second year an introductory course in orthopedics is given. During their surgical quarter the junior students attend ward rounds at 9:30 A.M. on Mondays. The senior students in their surgical quarter may elect to attend these rounds. Clinics are held during the autumn quarter on Fridays at 11:30 A.M. for juniors and seniors. Students in their senior elective quarter spend Mondays, Wednesdays, and Fridays from 1:30 to 4:30 P.M. in the public dispensary. Special work may be arranged for those students in the senior elective quarter who elect to spend this time in orthopedics. An *elective* course in orthopedic pathology is offered for one hour per week during the winter quarter for juniors and seniors. Lectures on fractures are given during the spring for juniors and seniors.

Otolaryngological division. An introductory course of instruction in the use of otolaryngological instruments is given to second year students in the winter quarter. Clinics on Fridays at 11:30 A.M. during the spring quarter are given to junior and senior students. Senior students during their specialties quarter spend Monday, Tuesday, and Thursday afternoons in the otolaryngological clinic for five and one-half weeks. An *elective* course on the anatomy, physiology, and diseases of the ear, nose, and throat can be arranged for those desiring it.

Urological division. In the winter quarter there is given for second year students a course of lectures and practical demonstrations in urological physical diagnosis in the normal individual. Ward rounds on urological patients are given every Saturday at 8:30 A.M., throughout the year, which junior students, in their surgical quarter, and the senior specialties group are required to attend. During each quarter small groups are selected from the senior surgical students and assigned to the

urological dispensary on Tuesday and Friday afternoons. Here, under proper supervision, they study patients and give recommended treatment. During one and a third quarters of the year urological lectures are given on Fridays at 11:30 A.M. for the junior and senior classes. These lectures deal with the affections of the male and female urinary tract and of the male genital tract. Clinics for urethroscopic and cystoscopic investigation and the more technical methods of urological diagnosis and treatment are held Wednesdays from 1:30 to 4:30 P.M., Thursdays from 9:30 A.M. to 12:30 P.M., and from 1 to 4:30 P.M., throughout the year. X-ray conferences on urological cases are held Tuesday and Thursday mornings from 8:30 to 9:30. Three senior students may attend one of these clinics and x-ray conferences.

Dentistry. Second year students, in the winter quarter, are instructed in the principles of dentistry. In order for junior and senior students to become familiar with the more common diseases of the teeth and gums, particularly in their relationship to general medical and surgical diseases, provision is made for them to attend the dental clinic on Mondays and Thursdays from 1:30 to 4:30 P.M. The various lesions are demonstrated, their bearing on systemic disease discussed, and treatment carried out.

Obstetrics and Gynecology

Second year students receive seventeen hours of instruction in the fundamentals of obstetrics and gynecology during their course in physical diagnosis in the winter quarter. Clinics and demonstrations for junior and senior students are held on Saturdays at 10:30 A.M. during the autumn, winter, and spring quarters, and on Mondays at 11:30 A.M. in the summer quarters. During one quarter of the *junior* year each group of students attends ward rounds at 9:30 A.M. on Mondays, Wednesdays, and Fridays, for eleven weeks and the public dispensary at 1:30 P.M. daily, except Saturdays, Sundays, and holidays, for five and one-half weeks. The students also spend part of each day on the wards. *Senior* students, during their surgical quarter, have ward rounds on obstetrics and gynecology on Saturdays at 8:30 A.M. Each *senior* student, during his elective quarter, is required to spend three weeks on service with the Outside Obstetric Training Group at Charlotte, North

Carolina. This group is active in the antepartum care, in the delivery of the patients, and in the postpartum care of patients registered by the Maternity Clinic of that city. The group is under the direction of a trained obstetrician.

Elective courses in the diagnosis and treatment of obstetric and gynecologic conditions are offered for junior and senior students.

Pediatrics

Each *second year* student receives nine hours of instruction in elementary pediatrics during the course in physical diagnosis in the winter quarter. During one quarter of the *junior* year the students are divided into two sub-groups. Each of these attend pediatric ward rounds at 10:30 A.M. on Mondays, Wednesdays, and Fridays, for eleven weeks and the pediatric dispensary at 1:30 P.M. daily, except Saturdays, Sundays, and holidays, for five and one-half weeks. The students also spend part of each day on the pediatric ward. On Thursdays at 11:30 A.M., during the autumn, winter, spring, and summer quarters, the junior and senior students attend demonstrations at which the preclinical basis, as well as the clinical aspects of disease are emphasized. *Senior* students, during their medical quarter, have pediatric ward rounds on Saturdays from 8:30 to 9:30 A.M. *Elective courses.* Senior students may do research work in the mornings and work in the pediatric ward or dispensary one or more mornings per week, according to the time at their disposal.

Preventive Medicine and Public Health

Clinics, lectures, and demonstrations are held during the autumn, winter, and spring quarters.

CURRICULUM OF THE SCHOOL OF MEDICINE

The usual four medical-school years of thirty-three weeks each may be condensed into three years of forty-four weeks each. Four terms of eleven weeks are given each year, and a certificate is granted after the satisfactory completion of twelve terms. These may be taken consecutively (certificate in three calendar years) if the student's previous work has been outstanding and if he has been given permission by the curriculum committee; or three terms may be taken each year (certificate in four calendar years). Such a curriculum will affect

in no way the courses at any other medical school. If students who have received their first two years of training at other medical schools wish to spend their clinical years at the Duke University School of Medicine, they are eligible in October for the seventh quarter, which corresponds to the beginning of the usual junior class.

Twenty-seven per cent of the time in this curriculum is free for elective work or anything else which the student wishes to do. No credits are given for specific courses during this free time. The opportunity merely is provided for each student, on his own initiative, to obtain the additional training which he may feel to be necessary or desirable. In the first year the greatest amount of free time is concentrated in the latter part of the year in order to give the student a more varied curriculum early in his course, and thus enable him to choose elective courses from a wider range of subjects. One quarter has been left entirely free in the hope that many of the students will migrate to other medical schools in this country or abroad for elective work, a practice which is encouraged. The establishment of the four-quarter system at Chicago, Northwestern, Minnesota, and other universities has aided greatly this exchange of students. The students who do not transfer temporarily to other medical schools may utilize their free time in elective courses in pre-clinical and clinical departments, may pursue independent work in any subject, or may do research work. The elective courses have been organized for small groups and will be repeated, if necessary, in one or more quarters. Students who wish to study during the summer quarter, either here or elsewhere, or to spend elective or required quarters at other medical schools, must obtain permission, in advance, from the curriculum committee.

CURRICULUM OF FOUR QUARTERS OF ELEVEN WEEKS (429 HOURS) EACH

(The hours for these courses will be posted on the bulletin board.)

FIRST YEAR

Autumn Quarter (1st):

October 1 to December 20, 1935; October 6 to December 22, 1936; October 4 to December 21, 1937; October 3 to December 20, 1938.

Anatomy (including histology and neuro-anatomy) ..... 429 Hours

Free time ..... 0 Hours

WINTER QUARTER (2nd):

January 3 to March 21, 1935; January 6 to March 21, 1936; January 4 to March 20, 1937; January 3 to March 19, 1938.

Anatomy (including histology and neuro-anatomy)	154 Hours
Biochemistry	176 Hours
Free time	99 Hours

SPRING QUARTER (3rd):

March 25 to June 15, 1935; March 30 to June 20, 1936; March 29 to June 19, 1937; March 28 to June 18, 1938.

Physiology and pharmacology, including nutrition	360 Hours
Bacteriology	108 Hours

SUMMER QUARTER (4th):

June 17 to August 31, 1935; June 22 to September 5, 1936; June 21 to September 4, 1937; June 20 to September 3, 1938.

Free time	429 Hours

SECOND YEAR

AUTUMN QUARTER (5th):

October 1 to December 20, 1935; October 6 to December 22, 1936; October 4 to December 21, 1937; October 3 to December 20, 1938.

Pathology	198 Hours
Bacteriology	11 Hours
Clinical Microscopy	121 Hours
Free time	99 Hours

WINTER QUARTER (6th):

January 3 to March 21, 1935; January 6 to March 21, 1936; January 4 to March 20, 1937; January 3 to March 19, 1938.

Pathology	198 Hours
Physical diagnosis	126 Hours
Preclinical examinations	24 Hours
Free time	81 Hours

SPRING QUARTER (7th):

March 25 to June 8, 1935; March 30 to June 13, 1936; March 29 to June 12, 1937; March 28 to June 18, 1938.

Medicine (junior)	308 Hours
Free time	121 Hours

SUMMER QUARTER (8th) :*

June 17 to August 31, 1935; June 22 to September 5, 1936; June 21 to September 4, 1937; June 20 to September 3, 1938.

Surgery (junior)	308 Hours
Free time	121 Hours

THIRD YEAR

AUTUMN QUARTER (9th) :

October 1 to December 20, 1935; October 6 to December 22, 1936; October 4 to December 21, 1937; October 3 to December 20, 1938.

Obstetrics and gynecology (junior)	176 Hours
Pediatrics (junior)	165 Hours
Free time	88 Hours

WINTER QUARTER (10th) :*

January 3 to March 21, 1935; January 6 to March 21, 1936; January 4 to March 20, 1937; January 3 to March 19, 1938.

Medicine (senior)	308 Hours
Free time	121 Hours

SPRING QUARTER (11th) :*

March 25 to June 8, 1935; March 30 to June 13, 1936; March 29 to June 12, 1937; March 28 to June 18, 1938.

Surgery (senior)	308 Hours
Free time	121 Hours

SUMMER QUARTER (12th) :*

June 17 to August 31, 1935; June 22 to September 5, 1936; June 21 to September 4, 1937; June 20 to September 3, 1938.

Specialties (senior)	301 Hours
Final clinical examinations	24 Hours
Free time	104 Hours

SUMMARY

Total number of hours required instruction, (73%)	3,805
Total number of hours of free time, (27%)	1,382
Total number of hours in curriculum, (100%)	5,187

* The clinical instruction is repeated each quarter in order to utilize all the clinical material and to have small groups of students. Consequently, students may vary the order of the seventh, eighth, and ninth quarters, and also the order of the tenth, eleventh, and twelfth quarters. The above schedule merely illustrates the program for one group.

CHANGES FROM THE FOUR-QUARTER SCHEDULE NECESSARY FOR STUDENTS WHO DO NOT ATTEND THE SUMMER QUARTERS

FIRST YEAR:

Autumn quarter (1st)—No change from schedule.
Winter quarter (2nd)—No change from schedule.
Spring quarter (3rd)—No change from schedule.

SECOND YEAR:

Autumn quarter (4th)—Same as fifth quarter in schedule.
Winter quarter (5th)—Same as sixth quarter in schedule, except that the preclinical examinations are postponed to the following June or September.
Spring quarter (6th)—Same as fourth quarter.

JUNIOR YEAR:

Autumn quarter (7th)—Same as seventh quarter in schedule.*
Winter quarter (8th)—Same as eighth quarter in schedule.*
Spring quarter (9th)—Same as ninth quarter in schedule.*

SENIOR YEAR:

Autumn quarter (10th)—Same as tenth quarter in schedule.*
Winter quarter (11th)—Same as eleventh quarter in schedule.*
Spring quarter (12th)—Same as twelfth quarter in schedule.*

* The clinical instruction is repeated each quarter in order to utilize all the clinical material and to have small groups of students. Consequently, students may vary the order of the seventh, eighth, and ninth quarters, and also the order of the tenth, eleventh, and twelfth quarters. The above schedule merely illustrates the program for one group.

FEES AND EXPENSES

All fees for each quarter are due and payable at the beginning of each quarter, and no student will be admitted to classes until these fees have been paid at the university treasurer's office. A fine of $5 is charged for late registration. No credit will be given for any quarter in which the tuition of $150 has not been paid at the treasurer's office, whether the work has been done here or elsewhere, except: (1) students who have been given permission by the curriculum committee to spend an elective quarter at a European medical school or hospital will have their tuition of $150 for that quarter remitted, and (2) students who have been permitted by the curriculum committee to spend an elective quarter at another American medical school or hospital may subtract the amount of tuition paid at this other medical school or hospital from the $150 due here for that quarter.

Fees and Expenses

Tuition, per quarter	$150
Athletic fee, admitting students to all athletic contests held on the university grounds, per year	10
Commencement and diploma fees, payable at the beginning of the quarter in which a student is eligible for a degree	8
Medical fee, per quarter	3.33
Room rent, per quarter	50
Board, per quarter*	75
Laundry, per quarter	10 to 20
Books, per quarter	25 to 50
Microscope, ophthalmoscope, otoscope, and other equipment, which are required of each student and which must conform to rigid standards, may be obtained on a rental basis from the university.	
Estimated total expenses per quarter (exclusive of clothes, microscope and other equipment, damage, athletic, medical, commencement and diploma fees, and the fees of $25 and $20 for Parts I and II, respectively, of the National Board of Medical Examiners)**	312 to 347

* Some of the medical students may obtain rooms in Duke Hospital; the others, in the university dormitories. Meals may be had at the Union on the campus. All rooms are provided with furniture, heat, electric light, and care of rooms; each student furnishes his own blankets, sheets, pillow-slips, towels, and pillows.

** Medical students may study either three or four quarters per year.

ANGIER B. DUKE MEMORIAL AND OTHER LOAN FUNDS

The Angier B. Duke Memorial, Incorporated, administers through an advisory committee of the officers of the university a loan fund for students. In addition, the university administers other endowed loan funds for the benefit of students who are not financially able to meet their expenses. Medical students, after their third quarter, are eligible for loans from these sources. No scholarships are awarded in the school of medicine.

RESEARCH FELLOWSHIPS

Four research fellowships have been provided by the Nathalie Gray Fund, the Anna H. Hanes Fund, and the Lederle Laboratories.

THE SCHOOL OF NURSING

1934-1935

ANNOUNCEMENTS FOR 1935-1936

SCHOOL OF NURSING AND HOSPITAL CALENDAR
1935-1936

1935

January 3 (Thursday)—Registration of students, and winter quarter begins.

February 22 (Friday)—Washington's birthday (holiday).

March 21 (Thursday)—Winter quarter ends.

March 25 (Monday)—Registration of students, and spring quarter begins.

June 3 (Monday)—Commencement.

June 8 (Saturday)—Spring quarter ends.

June 17 (Monday)—Registration of students, and summer quarter begins.

July 4 (Thursday)—Independence Day (holiday).

August 31 (Saturday)—Summer quarter ends.

September 30 (Monday)—Registration of students, and autumn quarter begins.

November 28 (Thursday)—Thanksgiving Day (holiday).

December 20 (Friday)—Autumn quarter ends.

1936

January 6 (Monday)—Registration of students, and winter quarter begins.

February 22 (Saturday)—Washington's birthday (holiday).

March 21 (Saturday)—Winter quarter ends.

March 30 (Monday)—Registration of students, and spring quarter begins.

June 8 (Monday)—Commencement.

June 13 (Saturday)—Spring quarter ends.

OFFICERS OF ADMINISTRATION

BESSIE BAKER, R.N., B.S.
Dean of the School of Nursing

WILBURT CORNELL DAVISON, A.B., B.A., B.Sc., M.A., M.D.
Dean of the School of Medicine

FACULTY OF THE SCHOOL OF NURSING

BESSIE BAKER, R.N., B.S.

Dean of the School of Nursing and Professor of Nursing Education

Diploma, Johns Hopkins Hospital School of Nursing, 1902; Assistant Director of Nursing, Women's Hospital, 1910-1912; Assistant Director of Nursing, Johns Hopkins Hospital, 1912-1917; Chief Nurse, Base Hospital No. 18, A. E. F., 1917-1919; B.S. and Diploma in Administration in Schools of Nursing, Teachers College, Columbia University, 1922; Director of Nursing at Charles T. Miller Hospital, St. Paul, and Assistant Professor of Nursing, University of Minnesota, 1922-1930; Dean of the School of Nursing and Professor of Nursing Education, 1930—.

ANN HENSHAW GARDINER, R.N., B.S., M.S.

Assistant Professor of Nursing Education

Diploma and Teaching, Certificate, Shepherd College State Normal, Shepherdstown, W. Va., 1909; taught public schools, 1909-1911; Diploma, Massachusetts General Hospital School of Nursing, 1914; Theoretical and Practical Instructor, St. Luke's Hospital, New Bedford, Mass., 1914-1917; U. S. Base Hospital No. 6, A. E. F., 1917-1919; Superintendent of Nurses, Bridgeport Hospital, Bridgeport, Conn., 1920-1921; B.S. and Teacher's Diploma, Teachers College, Columbia University, 1923; Educational Director, Baylor University School of Nursing, Dallas, Texas, 1922-1924; Premedical course, University of Washington, Seattle, Wash., 1925; Director of Education, Stanford University School of Nursing, 1925-1926; M.S., Kansas State Agricultural College, 1927; Director of Education, Flushing Hospital, Flushing, N. Y., 1927-1930; Assistant Professor of Nursing Education, 1930—.

ELSIE WILSON MARTIN, A.B., M.S.

Professor of Dietetics

A.B., Whitman College, 1913; Teachers College, Columbia University, 1914-1915; Professor of Home Economics, College of Puget Sound, Tacoma, Washington, 1915-1917; Dietitian, University of Iowa Hospital, Iowa City, Iowa, 1919-1920; Dietitian, Charles T. Miller Hospital, St. Paul, Minn., 1920-1926; M.S., Teachers College, Columbia University, 1926-1927; Administrative Dietitian, Lakeside Hospital, Cleveland, Ohio, 1927-1930; Professor of Dietetics, 1930—.

HELGE LUNDHOLM, Ph.D.

Associate Professor of Psychology

Ph.D., University of Stockholm, Sweden, 1919; Scholarship of the American-Scandinavian Foundation, 1919-1920; Assistant in Psychology at Harvard University at different intervals; Psychologist, McLean Hospital, Waverley, Mass., 1921-1930; On leave doing research work for the Government of Sweden, in Industrial Psychology, 1923-1925; Associate Professor of Psychology, 1930—.

HAYWOOD MAURICE TAYLOR, B.S., M.S., Ph.D.

Assistant Professor of Biochemistry and Toxicology

B.S., M.S., and Ph.D., University of North Carolina, 1920, 1921, and 1924; Instructor in Chemistry and Pharmaceutical Chemistry, University of North Carolina, 1920-1925; Research Chemist, E. R. Squibb & Sons and Fisk Rubber Co., 1925-1928; Instructor in Ophthalmology and Chemist to Wilmer Institute, Johns Hopkins Hospital, 1928-1930; Associate Biochemist and Toxicologist, Duke Hospital, 1930—.

WILLIAM HENRY HOLLINSHEAD, B.A., M.S., Ph.D.

Instructor in Anatomy

B.A., M.S., and Ph.D., Vanderbilt University, 1926, 1927, and 1932; Fellow in Biology, Vanderbilt University, 1926-1927; Instructor in Biology, Vanderbilt University, 1927-1930; Instructor in Anatomy, 1930—.

GEORGE SHARP EADIE, M.A., M.B., Ph.D.

Professor of Physiology and Pharmacology

M.A. and M.B., Toronto, 1923 and 1921; Ph.D., Cambridge, 1927; Demonstrator in Biochem., Toronto, 1923-1925; Ass't. in Physiol., Dalhousie, 1927-1928; Assoc. in Physiol., Johns Hopkins Med. Sch., 1928-1930.

MACDONALD DICK, B.A., M.A., M.D.

Associate in Medicine, Physiology and Pharmacology

B.A. and M.A., Virginia, 1922 and 1923; M.D., Johns Hopkins, 1928; Int. and Ass't. Resident, Vanderbilt Univ. Hosp., 1928-1930; Ass't. in Path. and Bact., Rockefeller Institute, 1930-1932; Assistant Physician, Duke Hospital, 1932—.

BAYARD CARTER, A.B., B.A., M.A., M.D.

Professor of Obstetrics and Gynecology

A.B., University of Delaware, 1920; B.A. and M.A., Oxford University, Oxford, 1923 and 1932; M.D., Johns Hopkins University, 1925; staff of New Haven Hospital and Yale Medical School, 1925-1929; Associate Professor of Obstetrics and Gynecology, and head of department, University of Virginia Medical Department, 1929-1931; Obstetrician and Gynecologist, Duke Hospital, 1931—.

ALFRED RIVES SHANDS, JR., B.A., M.D.

Associate Professor of Surgery in Charge of Orthopedics

B.A. and M.D., University of Virginia, 1918 and 1922; Interne, Assistant Resident, and Resident in Orthopedic Surgery, Johns Hopkins Hospital, 1924-1927; Instructor in Orthopedic Surgery, Johns Hopkins Medical School, 1926-1927; Instructor in Orthopedics, George Washington University Medical School, Attending Orthopedic Surgeon, four hospitals, Washington, D. C., 1927-1930; Orthopedist, Duke Hospital, 1930—.

EDWIN PASCAL ALYEA, S.B., M.D.

Associate Professor of Surgery in Charge of Urology

S.B., Princeton University, 1919; M.D., Johns Hopkins University, 1923; Interne in Medicine; Interne and Assistant Resident in Surgery; Assistant Resident and Resident in Urology, Johns Hopkins Hospital, 1923-1929; Assistant, Instructor in Surgery and Instructor in Urology, Johns Hopkins Medical School, 1925-1930; Urologist, Duke Hospital, 1929—.

ROBERT RANDOLPH JONES, JR., A.B., M.D.

Assistant Professor of Surgery

A.B., Davidson College, Davidson, N. C., 1924; M.D., Johns Hopkins University, 1928; Interne in Medicine, Strong Memorial Hospital, Rochester, N. Y., 1928-1929; Interne in Surgery, Johns Hopkins Hospital, 1929-1930; Assistant Resident and Resident in Surgery, and Assistant Surgeon, Duke Hospital, 1930—.

JASPER LAMAR CALLAWAY, M.D.

Assistant in Medicine

M.D., Duke, 1932; Fellow in Derm. and Syphil., University of Penna. Hospital, 1933; Int. and Ass't. Res. in Medicine, Duke Hospital, 1933—.

ANGUS MURDOCH McBRYDE, B.S., M.D.

Assistant Professor of Pediatrics

B.S., Davidson College, 1924; M.D., University of Pennsylvania Medical School, 1928; Interne and Resident in Pediatrics, University of Pennsylvania Hospital, 1928-1930; Assistant Resident in Pediatrics, The Johns Hopkins Hospital, 1930-1931; Assistant Pediatrician, Duke Hospital, 1931—.

DOUGLAS HAMILTON SPRUNT, B.S., M.S., M.D.

Associate Professor of Pathology

B.S., Virginia, 1922; M.D. and M.S., Yale, 1927 and 1929; Ass't. Res. and Res. in Path., New Haven Hosp., 1927-1929; Instr. in Path., Yale Med. Sch., 1928-1929; Sterling Research Fellow, 1929-1930; Ass't. in Med., Rockefeller Hosp., 1930-1932; Associate Pathologist, Duke Hospital, 1932—.

WILLIAM BANKS ANDERSON, A.B., M.D.

Associate Professor of Surgery in Charge of Ophthalmology

A.B., Univ. of North Carolina, 1920; M.D., Johns Hopkins, 1924; Int., Union Memorial Hospital, Baltimore, 1924-1925; Int., Massachusetts Eye and Ear Infirmary, 1925-1927; Opthalmologist, Duke Hospital, 1930—.

WATT WEEMS EAGLE, A.B., M.D.

Associate Professor of Surgery in Charge of Otolaryngology

A.B., Univ. of North Carolina, 1918; M.D., Johns Hopkins, 1925; Int., Church Home and Infirmary, Baltimore, 1925-1926; Int., Ass't. Res. and Res. in Laryngol., Johns Hopkins Hospital, 1926-1929; Ass't. Instr. in Laryngol., Johns Hopkins Med. Sch., 1927-1930; Otolaryngologist, Duke Hospital, 1929—.

DONALD STOVER MARTIN, A.B., M.D.

Associate in Bacteriology and Medicine

A.B., Johns Hopkins, 1925; M.D., Rochester, 1930; Int. in Ped., Strong Mem. Hosp., 1930-1931; Ass't. in Physiol. and Ass't. in Bact., Rochester Med. Sch., 1926-1927 and 1931-1932; Associate Bacteriologist, Duke Hospital, 1932—.

ELEANOR USSHER BAKER, A.B.

Instructor in English

A.B., Mount Holyoke College, Holyoke, Mass., 1927; Summer School, Harvard, 1928; Instr. in English, Baldwin, N. Y., 1927-1929; Instr. in English, Baltimore, Md., 1929-1930; Instr. in English, Duke Hospital, 1931, 1934-1935.

MARGARET EDGECOMBE CARTER, A.B.

Physiotherapist

A.B., Lake Erie College, Painesville, Ohio, 1931; Post Graduate work in Physical Education and Physiotherapy, Lake Erie College, 1932.

MABEL PAGE GORDON, A.B.

Physiotherapist

A.B., Duke University, 1932; Physiotherapy Certificate, Washington School of Physical Education, Washington, D. C., 1933.

SENA K. PETERSEN, R.N.

Assistant to the Dean

Diploma, University of Minnesota School of Nursing, 1926; University of Minnesota Hospital, Practical Nursing Supervisor, 1927; Charles T. Miller Hospital. St. Paul, Assistant to Superintendent of Nurses, 1927-1932; Duke University School of Nursing, Assistant to the Dean, 1932—.

ISABEL HUNTER DILL, R.N., B.S.

Instructor in Principles and Practice of Nursing

Diploma, Peter Bent Brigham Hospital School of Nursing, 1920; B.S. and Diploma as Instructor in School of Nursing, Teachers College, Columbia University, 1933; Medical Head Nurse, 1921-1923, Surgical Supervisor, 1923-1925, Peter Bent Brigham Hospital; Instr. in Nursing Practice, St. Luke's Hospital, New Bedford, Mass., 1925-1930, 1931-1932; Instr. in Nursing Practice, Stanford Univ. School of Nursing, San Francisco, Calif., 1933-1934; Instr. in Nursing Practice, Duke Hospital, 1934—.

MARTHA ANNE WUNSCHEL, R.N.

Supervisor of Nursing Service

Diploma, University of Minnesota School of Nursing, 1927; Supervisor and Ass't. Instructor, Minneapolis General Hospital, 1927-1930; Ass't. Supt. of Nurses, Methodist Hospital, Fort Worth, Texas, 1930-1931; Instructor, Scott and White Hospital, Temple, Texas, 1931-1932; Instructor, Easton Hospital, Easton, Pa., 1933-1934.

AUGUSTA LAXTON, R.N., B.S.

Supervisor of Night Service

B.S., Florida State College for Women, 1921; Diploma, Johns Hopkins Hospital School of Nursing, 1926; District Nurse, Charlotte, Coöperative Nursing Association, Charlotte, N. C., 1928-1930.

EDITH HINVES, R.N.

Supervisor of Nursing Service in Dispensary

Diploma, Johns Hopkins Hospital School of Nursing, 1923; Head Nurse Operating Room, Johns Hopkins Hospital, 1923-1925; Ass't. Supervisor Operating Room, Johns Hopkins Hospital, 1925-1926; Ass't. Supervisor Dispensary, Johns Hopkins Hospital, 1925-1927; Operating Room Supervisor and Part-time Instructor, Palmerton Hospital, Palmerton, Pa., 1927-1933.

MARION FRANCES BATCHELDER, R.N.

Instructor in Operating Room Technique
Supervisor of the Operating Room

Diploma, Peter Bent Brigham Hospital School of Nursing, 1920; Head Nurse and Supervisor of Operating Room, Peter Bent Brigham Hospital, 1921-1923 and 1923-1927; Head Nurse, Operating Room, Johns Hopkins Hospital, 1927-1930.

ASSISTANT SUPERVISORS AND HEAD NURSES

JULIA ELIZABETH WHITE, A.B., R.N.

Assistant Supervisor of Night Service

A.B., Newberry College, Newberry, S. C., 1927; Diploma, Johns Hopkins Hospital School of Nursing, 1930; Head Nurse, Assistant Night Supervisor, Night Supervisor, Harriet Lane Home, Johns Hopkins Hospital, 1930-1932.

CREDITH LOY, R.N.

Assistant Supervisor of the Operating Room

Diploma, Univ. of Kansas School of Nursing, 1926; Post Graduate work, Johns Hopkins Hospital, April-Sept. 1927; Surgical Supervisor, Univ. of Kansas Hospital, 1927-1929; Second Ass't. Surgical Supervisor, Ass't. Surgical Supervisor, Johns Hopkins Hospital, 1929-1932; Ass't. Surgical Supervisor, St. Luke's Hospital, Cleveland, O., Feb. 1933-Sept. 1933.

MILDRED SHERWOOD, R.N.

Head Nurse on Pediatric Ward

Diploma, Mount Sinai Hospital, New York City, 1923; Head Nurse, Mount Sinai Hospital, 1923-1926; Head Nurse, Johns Hopkins Hospital, Baltimore, Md., 1926-1930.

MYRTLE E. LEWIS, A.B., R.N.

Head Nurse on Obstetrical and Gynecological Ward

A.B., Milton College, Milton, Wis.; Diploma, Battle Creek College School of Nursing, 1928; Post Graduate work, Chicago Lying-In Hospital, Feb.-June, 1932; Relief School Nurse, Battle Creek, Mich., Feb.-April. 1928; Instructor in Hydrotherapy and Head Nurse, Cook County Hospital, Chicago, 1928-1929; Teaching Supervisor in Psychiatric Nursing and Ass't. Supervisor, Cook County Hospital, 1929-1930; Night Supervisor, Muhlenberg Hospital, Plainfield, N. J., Feb.-Sept., 1930; Instr. of Science, Muhlenberg Hospital, Sept., 1930-Jan., 1932; Educational Director, Chicago Lying-In Hospital, 1932-1933.

PAULINE FLETCHER, R.N.

Head Nurse on Private Surgical Ward

Diploma, University of Minnesota School of Nursing, 1932; Post Graduate work, Univ. of Minnesota, June-Aug., 1932; Ass't. Instructor in Practical Nursing, April-Oct., 1932; Ass't. Head Nurse of Surgical Ward, Charge Nurse in Dispensary, Univ. of Minnesota Hospital, Oct., 1932-Aug., 1933.

VIDA M. WOLFORD, R.N.

Head Nurse on Private Medical Ward

Diploma, Winchester Memorial Hospital, Winchester, Va., 1923; Night Supervisor, Winchester Memorial Hospital, 1923; Six months Post Graduate course, St. Mary's Hospital, Rochester, Minn., 1924; Ass't. Director of Nurses, Winchester Memorial Hospital, 1925-1926; Operating Room Supervisor, Holzer Hospital, Gallipolis, Ohio, 1926; Private duty, 1926-1929; Supervisor, Post Graduate School of Medicine, University of Pennsylvania, 1929-1934.

NELL LUTHER, R.N.

Head Nurse on Men's Surgical Ward

Diploma, Biltmore Hospital, Biltmore, N. C., 1919; Head Nurse, Biltmore Hospital, 1924; Office Ass't., Asheville, N. C., 1926-1930; Private Duty, Asheville, N. C. and Greenwood, S. C., 1930.

EDITH M. MORTON, B.S., R.N.

Head Nurse on Women's Surgical Ward

B.S., Syracuse University, 1927; Diploma, Peter Brent Brigham Hospital School of Nursing, 1934; General duty, New York Hospital, New York City, May-Aug., 1934.

AUGUSTA CAROLINA HOFSTETTER, R.N.

Head Nurse on Women's Medical Ward

Diploma, Western Reserve University School of Nursing, 1929; Post Graduate work, Western Reserve University; Ass't. Head Nurse, Western Reserve University Hospitals, Oct. 1929-Jan. 1930; Head Nurse on Women's Medical Ward, Western Reserve University Hospitals, 1930-1932; Ass't. Instructor in Practical Nursing, Western Reserve University Hospitals, 1932-1934.

HANNAH M. BINHAMMER, R.N.

Head Nurse on Men's Medical Ward

Diploma, University of Michigan School of Nursing, 1921; Post Graduate work, Cook County Hospital, Chicago, 9 months; General duty, Ford Hospital, Detroit, Michigan, 1923-1924; Ass't. Supervisor of Out Patient Department, University Hospital, Ann Arbor, Michigan, 1925-1930.

ARDEAN C. EVERETT, R.N.

Head Nurse on Medical and Surgical Colored Ward

Diploma, Philadelphia General Hospital, 1928; Head Nurse of Pediatrics, Post Graduate School of Medicine of University of Pennsylvania, 1928-1930; Head Nurse of Men's Medical Ward, Post Graduate School of Medicine of University of Pennsylvania, 1930-1931; Head Nurse of Private Surgical Ward, Geneva General Hospital, Geneva, N. Y., 1932-1933.

MAY BRYANT, R.N.

Head Nurse on Men's Surgical Ward

Diploma, Presbyterian Hospital School of Nursing, Chicago, Ill., 1928; Private Duty, 1928-1930; Head Nurse Women's Surgical Ward, Presbyterian Hospital, 1930-1933; Examining Room, Presbyterian Hospital, March, 1933-September. 1933.

THE SCHOOL OF NURSING

GENERAL INFORMATION

The School of Nursing of Duke University was established in 1925 in connection with the School of Medicine of the University and Duke Hospital through the munificent gift of the late James B. Duke.

The plan of the School is to give a sound basic course in Nursing Education which will prepare young women to give intelligent nursing care to the sick in hospitals and homes of the community as well as an introduction to the problems of community health and preventive medicine.

FACILITIES FOR INSTRUCTION

The facilities for instruction include the undergraduate colleges of the University, the School of Medicine, and the Duke Hospital. Students of the School of Nursing are admitted on the same basis as other students of the University.

LIBRARIES

The reference library of books and periodicals of special interest to students majoring in nursing is located in the Hospital Library. The student may use the general libraries on both campuses.

RESIDENCE

The students are housed in the new steel construction, fireproof residence located near the Hospital. It is adequately equipped with blankets and linen, making further provision by the student unnecessary.

HEALTH REGULATIONS AND PHYSICAL EDUCATION

The School has general supervision of the student's health. All students are required to pass a physical examination upon admission to the School of Nursing and at periods thereafter, a final examination being given at the end of the course. The usual tests and vaccinations are required. Exercise for two periods a week during the first two quarters is required of all

students taking the three-year course. Students in the five-year course meet the full requirements of the Woman's College during their freshman and sophomore years.

ACTIVITIES OFFERED

Autumn Quarter—(October to December) Hockey, swimming, tennis, riding, moderate sports, and hiking.

Winter Quarter—(January to March) Informal gymnastics, Danish gymnastics, apparatus, games, individual gymnastics, folk dancing, clogging, interpretative dancing, swimming, and basketball.

Spring Quarter (March to June) Tennis, swimming, riding, baseball, track, field events, and archery.

ADMISSION REQUIREMENTS

The entrance requirements are intelligence, character, and graduation from an accepted high school. The course leading to the Diploma of Graduate Nurse consists of three years of eleven months each. The student must have passed her eighteenth birthday. If she is accepted, she must send a deposit of $25.00 within two weeks to insure her enrollment. This money will be applied toward the tuition.

The degree of Bachelor of Science in Nursing also is offered to those who have completed successfully two years of college work (sixty semester-hours) in Duke University or another acceptable college or university in addition to the three-year course leading to the Diploma of Graduate Nurse in Duke University School of Nursing. The sixty semester-hours may be completed either before or after the three-year course in the School of Nursing. Those who contemplate studying for this degree should write to the Dean of the School of Nursing for advice in regard to the required course of study.

EXPENSES

The balance of the tuition fee of one hundred dollars yearly is payable upon the day of admission, and at the beginning of each succeeding year of the three-year course. There will be no expense for room, board, and laundry during the pre-clinical or clinical periods. Textbooks and uniforms are furnished. There are no scholarships or loan funds in the School of Nursing. In the five-year course leading to the Diploma of Nursing

and the B.S. degree the expense of the two years of college work is borne by the student. The above regulations regarding tuition, board, uniforms, and textbooks apply only when the student is in residence in the School of Nursing.

THE THREE-YEAR COURSE

Each year is divided into four quarters of three months each. For the student entering in September there is a vacation of two weeks between the first and second quarters at Christmas, the remaining two weeks' vacation for that year are given during the summer months. A three months' vacation will be allowed during the three years. Vacations may not be limited to the summer, but may be assigned at any time during the year. This may be necessary to insure the most effective correlation of theory and practice.

THE COURSE OF STUDY

(This is a condensed description of courses. For a full description, see Bulletin of the School of Nursing.)

Anatomy.	Dr. Hollinshead, Miss Gardiner
Physiology.	Dr. Eadie, Dr. Dick, Miss Gardiner
Chemistry.	Dr. Taylor, Miss Gardiner
Bacteriology.	Dr. Martin, Miss Gardiner
Pathology.	Dr. Sprunt, Miss Gardiner
English I, II.	Mrs. Baker

HYGIENE

Personal Hygiene.	Miss Gardiner
Posture.	Miss Carter
Preventive Medicine and Public Health.	Dr. Epperson and Assistants, Miss Gardiner

MEDICINE

Medical Diseases and Medical Nursing.	Dr. Callaway, Miss Hofstetter
Communicable Diseases.	Dr. McBryde, Miss Gardiner
Dermatology.	Dr. Persons, Miss Gardiner
Special Therapeutics.	
X-ray.	Dr. Reeves, Miss Gardiner
Dental Hygiene.	Dr. McCutcheon, Miss Gardiner
Allergy.	Dr. Hansen, Miss Gardiner
Basal Metabolism.	Dr. Johnston, Miss Gardiner

NURSING

History of Nursing.	Miss Baker
Principles and Practice of Nursing, Elementary.	Miss Dill
Principles and Practice of Nursing, Advanced.	Miss Dill

Bandaging. MISS DILL

Ethics. MISS BAKER

Hospital Economics. MISS PETERSEN

Case Study. MISS HOFSTETTER

Senior Demonstrations. MISS DILL

Professional Problems. MISS BAKER

Senior Seminar. MISS GARDINER

NUTRITION

Nutrition and Cookery. MRS. MARTIN

Diet in Disease. MRS. MARTIN

OBSTETRICS AND GYNECOLOGY

Gynecology and Gynecological Nursing.
DR. CARTER AND ASSISTANTS, MISS LEWIS

Obstetrics and Obstetrical Nursing.
DR. CARTER AND ASSISTANTS, MISS LEWIS

PEDIATRICS

Pediatrics and Pediatric Nursing. DR. MCBRYDE, MISS SHERWOOD

PHARMACOLOGY

Elementary Pharmacology. MISS GARDINER

Materia Medica, Advanced. MISS GARDINER

PHYSIOTHERAPY

Physiotherapy. MISS GORDON

PSYCHOLOGY

Psychology. DR. LUNDHOLM

Mental Hygiene. MISS GARDINER

Neurology and Psychiatry. MISS GARDINER

SURGERY

General Surgical Diseases and Surgical Nursing.
DR. JONES, MISS MORTON

Orthopedics.	DR. SHANDS, MISS MORTON
Urology.	DR. ALYEA, MISS BRYANT
Operating Technique.	MISS BATCHELDER
Otology, Rhinology and Laryngology.	DR. EAGLE, MISS GARDINER
Ophthalmology.	DR. ANDERSON, MISS GARDINER
Social Service.	MR. STANLEY AND ASSISTANTS, MISS GARDINER

SCHEDULE OF CURRICULUM—THREE-YEAR COURSE

FIRST YEAR

Autumn Quarter

	Hours		
	Lec. Class	Lab.	Total
Anatomy	33	77	110
Physiology	22		22
Chemistry	33	22	55
History of Nursing	22		22
Psychology	22		22
Personal Hygiene	22		22
English	33		33
Principles and Practice of Nursing	11	11	22
Posture		11	11
Hospital Economics	11		11
	209	121	330

Winter Quarter

	Hours		
	Lec. Class	Lab.	Total
Principles and Practice of Nursing, Elem.	33	44	77
Bacteriology	22	22	44
Pharmacology, Elem.	22	11	33
Nutrition and Cookery	22	22	44
Ethics	11		11
English	33		33
	143	99	242

Spring Quarter

	Hours		
	Lec. Class	Lab.	Total
Principles and Practice of Nursing	33	33	66
Case Study	11	11	22
Physiotherapy	4	12	16
Materia Medica	33		33
	81	56	137

Summer Quarter

Vacation ..... 4 weeks
Ward Practice .... 8 hours daily

SECOND YEAR

Autumn Quarter

	Hours Lect. Class	Total
Pathology	22	22
Medicine	33	33
Surgery	33	33
Diet in Disease	44	44
	132	132

Spring Quarter

	Hours Lect. Class	Total
Communicable Diseases	33	33
Mental Hygiene	22	22
Ear, Nose, Throat	22	22
	77	77

Winter Quarter

	Hours Lect. Class	Total
Gynecology	22	22
Orthopedics	22	22
Urology	22	22
Operating Technique	11	11
Special Therapeutics	22	22
	99	99

Summer Quarter

Vacation ..... 4 weeks
Ward Practice .... 8 hours daily

THIRD YEAR

Autumn Quarter

	Hours Lect., Class
Obstetrics	44
Pediatrics	44
	88

Spring Quarter

	Hours Lect., Class
Professional Problems	22
Preventive Medicine and Public Health	22
Social Service	22
Senior Seminar	11
	77

Winter Quarter

	Hours Lect., Class
Psychiatry	44
Eye	22
Skin	11
Senior Demonstrations	11
	88

Summer Quarter

Vacation ..... 4 weeks
Ward Practice .... 8 hours daily

Clinical Experience After the First Six Months

	Months
Medical Wards	6
Surgical Wards	6½
Diet Kitchen	1½
Gynecological Nursing	2
Operating Room	3
Out Patient Clinics	1
Private Wards	1
Obstetrical Department	3
Pediatrics Department	3
	27

In addition there is a preparatory period of six months and a vacation period of three months making a total of thirty-six months.

THE FIVE-YEAR COURSE LEADING TO THE DEGREE OF BACHELOR OF SCIENCE AND GRADUATE IN NURSING

Major Advisers

BESSIE BAKER, *Dean*

ANN HENSHAW GARDINER

In order to meet the needs of the student, the five-year course leading to the degree of bachelor of science in nursing and graduate in nursing has been planned in two groups.

In the first group the course is for the students completing two years of college work before entering the School of Nursing.

Group two is for students who plan to complete their two years of college work following their nursing education.

Whenever possible, we suggest that the student elect the five-year course, taking the two years of college work preceding the three years in the School of Nursing.

GROUP I

The aim is to give the student in her first two years an introduction to the general cultural subjects which we considered fundamental and to give her a better foundation in the science of nursing.

FIRST YEAR

First Semester	S.H.	*Second Semester*	S.H.
English, 1	3	English, 2	3
Language	3	Language	3
Chemistry, 1	4	Chemistry, 2	4
Zoölogy, 1	4	Zoölogy, 2	4
Mathematics, 3	3	Mathematics	3
	17		17

Physical Education
Nursing Conference

SECOND YEAR

First Semester	S.H.	*Second Semester*	S.H.
English, 3/5	3	English, 4/6	3
Language	3	Language	3
History, 1-5	3	History, 2-52	3
Economics, 51	3	Economics, 52	3
Psychology, 101	3	Education, 58	3
	15		15

Physical Education
Nursing Conference

GROUP II

In this group the student enters the School of Nursing for three years and upon the completion of her nursing education enters the university to fulfill the following requirements leading to the degree of bachelor of science in nursing and graduate in nursing.

The students will be required to complete sixty (60) semester-hours, thirty (30) of which must be in the work approved for seniors.

She must complete eighteen to twenty-four (18-24) semester-hours in a major subject either in the division of Mathematics, Psychology, or Natural Science. The work in this division must not total more than thirty (30) semester-hours.

The total of thirty (30) semester-hours will also be required in the divisions of the Humanities, Social Science, and History.

At least twelve (12) semester-hours in each of these divisions will be required of the student.

Students will be allowed to take a maximum of six (6) semester-hours of freshman work for credit. They must also meet the university requirements concerning quality points.

THE SCHOOL OF RELIGION

1934-1935

ANNOUNCEMENTS FOR 1935-1936

CALENDAR

1935

Sept.	19. Thursday, 4:00 P.M.—First regular Faculty meeting.
Sept.	20-21. Friday and Saturday—Matriculation and registration of students.
Sept.	23. Monday, 8:40 A.M.—Instruction begins.
Sept.	24. Tuesday—Formal opening exercises.
Oct.	15. Tuesday——Fall retreat.
Nov.	1. Friday—Last day for submitting subjects for B.D. theses.
Nov.	11. Monday—Armistice Day.
Nov.	28. Thursday—Thanksgiving Day—A holiday.
Dec.	11. Wednesday—Duke University Day.
Dec.	20. Friday, 1:00 P.M.—Christmas recess begins.

1936

Jan.	3. Friday, 8:40 A.M.—Instruction is resumed.
Jan.	18. Saturday—Mid-year examinations begin.
Jan.	29. Wednesday—Matriculation and registration for second semester.
Jan.	30. Thursday—Second semester begins.
Feb.	22. Saturday—A holiday.
March	25. Wednesday, 1:00 P.M.—Spring vacation begins.
April	1. Wednesday, 8:40 A.M.—Instruction is resumed.
May	1. Friday—Spring retreat.
May	15. Friday—Last day for submitting B.D. theses.
May	25. Monday—Final examinations begin.
June	6. Saturday—Commencement opens; Senior Class Day; Meeting of Board of Trustees.
June	7. Sunday—President's Address to Graduating Class.
June	8. Monday—Commencement Address; Alumni-Alumnae Luncheon; Graduating Exercises; Lowering of the Flag by the Graduating Class.

OFFICERS OF ADMINISTRATION

RUSSELL, ELBERT, A.B., A.M., Ph.D.
Dean of the School of Religion

GARBER, PAUL NEFF, A.B., A.M., Ph.D.
Registrar of the School of Religion

INSTRUCTIONAL STAFF

BRANSCOMB, BENNETT HARVIE, A.B., M.A. (Oxon), Ph.D.
Professor of New Testament

CANNON, JAMES, III, A.B., A.M., Th.B., Th.M.
Ivey Professor of the History of Religion and Missions

CRANFORD, WILLIAM IVEY, A.B., Ph.D.
Carr Professor of Philosophy

ELLWOOD, CHARLES ABRAM, Ph.B., Ph.D., LL.D.
Professor of Sociology

GARBER, PAUL NEFF, A.B., A.M., Ph.D.
Professor of Church History

HICKMAN, FRANKLIN SIMPSON, A.B., A.M., S.T.B., Ph.D.
Professor of the Psychology of Religion

JENSEN, HOWARD EIKENBERRY, A.B., A.M., B.D., Ph.D.
Professor of Sociology

MYERS, HIRAM EARL, A.B., S.T.B., S.T.M.
Professor of English Bible

ORMOND, JESSE MARVIN, A.B., B.D.
Professor of Practical Theology

ROWE, GILBERT THEODORE, A.B., D.D., Litt.D.
Professor of Christian Doctrine

RUSSELL, ELBERT, A.B., A.M., Ph.D.
Professor of Biblical Interpretation

SMITH, HILRIE SHELTON, A.B., Ph.D., D.D.
Professor of Religious Education

SPENCE, HERSEY EVERETT, A.B., A.M., B.D.
Professor of Religious Education

CLARK, KENNETH WILLIS, A.B., B.D., Ph.D.
Instructor in New Testament

McDOUGALL, WILLIAM, B.A., M.A., M.B., D.Sc., Litt.D.
Professor of Psychology

WIDGERY, ALBAN GREGORY, B.A., M.A.
Professor of Philosophy

LUNDHOLM, HELGE, Ph.D.
Associate Professor of Psychology

THOMPSON, EDGAR TRISTRAM, A.B., A.M., Ph.D.
Assistant Professor of Sociology

BARNES, JAMES FOSTER, A.B., A.M.
Instructor in Church Music

SCHOOL OF RELIGION IN DUKE UNIVERSITY

HISTORICAL STATEMENT

Trinity College was established by Christian men for the purpose of providing education for young men and women under distinctively Christian auspices. There has been no departure from this clearly defined aim. On the contrary there has been ever increasing emphasis placed upon this feature of the work of the college, especially in the provision in the curriculum for a great variety of courses on the Bible and other religious subjects.

Through the gift of Mr. James B. Duke, the School of Religion and its curriculum have been separated from the work of the Department of Religion in Trinity College. Among those for whom his gift was intended Mr. Duke placed ministers first. He felt sure that his native state of North Carolina stood in need primarily of a better educated and more efficiently trained ministry. The organization of the School of Religion of Duke University, the first of the professional schools to start its work, is the carrying out of this intention on the part of Mr. Duke. The work of the school began with the academic year 1926-27, though the formal opening exercises were not held until November 9, 1926.

Duke University retains the same close relationship which Trinity College always held to the Conferences in North Carolina of the Methodist Episcopal Church, South. This legal relationship has always been broadly interpreted: members of all Christian denominations, as well as Methodists, are made to feel welcome in the School of Religion. The basis on which the work is conducted is broadly catholic and not narrowly denominational.

THE PURPOSE OF THE SCHOOL OF RELIGION

Christian work has now expanded to the extent that it covers far more than the work of a preacher or minister. The School of Religion of Duke University purposes to offer train-

ing for all types of Christian service. This includes missionaries, teachers of Bible and other religious subjects in the schools and colleges of the Church, directors of religious education, and social workers.

REQUIREMENTS FOR ADMISSION

Candidates for matriculation must be graduates of colleges of recognized standing. They will be admitted without examination on presentation of an official transcript of all college credits and such other credits as they may have secured. This applies to students coming from foreign countries as well as to students from institutions in the United States. They must satisfy the faculty as to their Christian character and purpose. To this end a letter regarding a student's character and purpose from the pastor of his home church, a church official, or some faculty member in the college where he did his undergraduate work, should be presented at the time of admission. Women will be admitted on the same conditions as men.

PART-TIME SCHEDULES

Students who are not giving full time to their studies in the School of Religion may carry only limited schedules of class work.

REQUIREMENTS FOR GRADUATION

The degree of Bachelor of Divinity will be conferred by Duke University on students in the School of Religion who satisfactorily complete the prescribed course of study, consisting of ninety semester-hours of work and a thesis. The course is planned to cover three years, of two semesters each, and students are urged to plan to spend in their theological studies the full time thus designated. Students coming from colleges where departments of religion are maintained may be admitted to advanced courses in the departments of the School of Religion in which they have done previous work as undergraduates. In no case will the degree of Bachelor of Divinity be conferred on a student until he has spent at least two full semesters in residence in the School of Religion, and has satisfactorily completed a minimum of twenty-four semester-hours of work.

THESIS

A thesis is required of all candidates for the degree of Bachelor of Divinity. It shall be of such a character as shall evidence a knowledge of the methods of research and an ability to conduct independent investigations. It shall be written upon some topic in the major field of study. The candidate is responsible for the selection of a suitable subject, which must be approved by the professor in charge of the major field, and must be filed with the Dean of the School of Religion on or before November 1 of the academic year in which it is expected that the degree will be conferred. Following the submission and approval of the subject of the thesis no changes shall be permitted, except changes for the purpose of clarification or limitation of the subject. A student who does not complete his thesis within a period of three years from the date of the approval of his subject must secure a reapproval of the old subject or the approval of a new subject. The thesis shall be prepared under the supervision and guidance of the professor in charge of the major field. No student shall be allowed to write his thesis *in absentia* except on the approval of the Dean and the professor in charge of the thesis. In all such cases regular reports as to the progress of the thesis must be made to the professor in charge, as often as he may deem wise.

The thesis shall be read by a committee of three members of the Faculty of the School of Religion, one of whom shall be the professor under whose direction the thesis has been written, and two other members appointed by the Dean, one of whom shall be of a department other than that in which the thesis is written. Each candidate shall be examined orally on his thesis by the committee appointed to read it, said examination not to exceed one hour in length. The thesis must be satisfactory to a majority of the members of the examining committee, including the representative of the department in which the thesis was written.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF DIVINITY

GENERAL REQUIREMENTS

Ninety semester-hours are required for graduation. Forty-two of these must be the following:

Old Testament	6 s.h.
New Testament	6 s.h.
Christian Doctrine	6 s.h.
Church History	6 s.h.
Homiletics and Practical Theology	6 s.h.
Religious Education	3 s.h.
Psychology of Religion	3 s.h.
History of Religion and Missions	6 s.h.
	42 s.h.

MAJORS AND THESIS

Each student must select a major field in which he elects to write his thesis and in which he must take twelve semester-hours in addition to the general requirement in that field. This choice must be made by the end of the middle year. A student may take his major in any of the departments of the School of Religion. He may also take his major in English Bible. To major in that field, he must complete in addition to the required work in the departments of Old Testament and New Testament nine semester-hours in the department of Old Testament and nine semester-hours in the department of New Testament, exclusive of language.

12 s.h.

FREE ELECTIVES

Thirty-six semester-hours are designated as free electives. These are to be elected by the student, subject to the approval of the faculty.

36 s.h.

90 s.h.

DISTRIBUTION OF COURSES BY YEARS

JUNIOR YEAR

Old Testament	6 s.h.
New Testament	6 s.h.
Church History	6 s.h.
The remaining twelve semester-hours shall be chosen from the remaining required courses or their normal sequences in the departments of Homiletics and Practical Theology, Religious Education, Psychology of Religion, History of Religion and Missions, but not more than six semester-hours shall be taken in one department. Students desiring courses in Greek and Hebrew may secure a suitable rearrangement of the distribution of courses by years on approval of the Registration Committee.	12 s.h.
	30 s.h.

MIDDLE YEAR

Christian Doctrine	6 s.h.
After the completion of all other required courses, the remainder of the work of this year is elective; but not more than twelve semester-hours shall be taken in one department.	24 s.h.
	30 s.h.

SENIOR YEAR

In the senior year the student must fulfill all general requirements not completed in the junior and middle years. The remainder of the work is elective.	30 s.h.

TABLE OF REQUIRED COURSES

OLD TESTAMENT

203-204. Introduction to the Old Testament	6 s.h.

NEW TESTAMENT

213-214. The Beginnings of Christianity	6 s.h.

CHRISTIAN DOCTRINE

321. Introduction to the Science of Theology	3 s.h.
322. The Content of Christian Doctrine	3 s.h.

CHURCH HISTORY

233. Church History to the Reformation	3 s.h.
234. The History of the Evangelical Movement	3 s.h.

HOMILETICS AND PRACTICAL THEOLOGY

341. Homiletics, *and either*	3 s.h.
251. The Rural Church and Sociology, *or*	3 s.h.
252. Rural Church Administration, *or*	3 s.h.

342.	Sermon Construction, *or*	3 s.h.
343.	Homiletical Argumentation, *or*	3 s.h.
344.	Psychology of Preaching, *or*	3 s.h.
345.	City Church Administration, *or*	3 s.h.
346.	Public Worship	3 s.h.

RELIGIOUS EDUCATION

261.	An Educational Approach to Religion, *or*	3 s.h.
262.	Organization of Religious Education	3 s.h.

PSYCHOLOGY OF RELIGION

275.	Introduction to the Psychology of Religion	3 s.h.

HISTORY OF RELIGION AND MISSIONS

281.	The Nature and Early Development of Religion, *or*	3 s.h.
282.	Living Religions of the World, *and either*	3 s.h.
283.	Expansion of Christianity, *or*	3 s.h.
284.	Principles of Missions	3 s.h.

COURSES OF INSTRUCTION*

(This is a condensed description of courses. For a full description, see Bulletin of the School of Religion.)

OLD TESTAMENT

Odd-numbered courses are offered in the first semester; even-numbered courses the second semester.

201-202. Introductory Hebrew.—6 s.h.

PROFESSOR ————

203-204. Introduction to the Old Testament.—6 s.h.

PROFESSOR RUSSELL

301. Old Testament Theology.—Prerequisite, Old Testament 203-204. **3 s.h.**

PROFESSOR RUSSELL

302. The Exegesis of Selected Books of the Old Testament.—Prerequisite, Old Testament 203-204. **3 s.h.**

PROFESSOR RUSSELL

303. Old Testament Literature.—Prerequisite, Old Testament 203-204. **3 s.h.**

PROFESSOR RUSSELL

307-308. The Old Testament in Hebrew.—6 s.h.

PROFESSOR RUSSELL

NEW TESTAMENT

SR211-212. Hellenistic Greek.—6 s.h., provided the student takes New Testament 217-218 the following year.

DR. CLARK

213-214. The Beginnings of Christianity.—6 s.h.

DR. CLARK

217. The New Testament in Greek.—Prerequisite, six semester-hours' study of the Greek language. **3 s.h.**

DR. CLARK

218. Galatians and I Corinthians.—Prerequisite, New Testament 217 or its equivalent. **3 s.h.**

DR. CLARK

* On recommendation of the professor in charge of the major field, courses offered in the Graduate School of Arts and Sciences, other than those approved for credit in the School of Religion, may be approved for credit in individual cases, provided no equivalent course is offered in the School of Religion; each case is decided on its merits.

219. Life of Paul.—3 s.h.

PROFESSOR MYERS

220. I Peter and the Gospel of John.—Prerequisite, New Testament 217 or its equivalent. **3 s.h.**

DR. CLARK

[Not offered in 1935-1936]

311. The Life and Teachings of Jesus.—Prerequisite, New Testament 213-214. **3 s.h.**

PROFESSOR BRANSCOMB

312. New Testament Theology.—Prerequisite, New Testament 213-214. **3 s.h.**

PROFESSOR BRANSCOMB

314. Romans, James, and I John.—Prerequisite, New Testament 213-214. **3 s.h.**

PROFESSOR BRANSCOMB

315. Judaism at the Beginning of the Christian Era.—Prerequisite, New Testament 213-214. **3 s.h.**

PROFESSOR BRANSCOMB

316. Hellenistic Religions at the Beginning of the Christian Era.—Prerequisite, New Testament 213-214. **3 s.h.**

DR. CLARK

318. Text of New Testament.—Prerequisites, New Testament 213-214 and a reading knowledge of Greek. **3 s.h.**

DR. CLARK

411-412. Seminar.—4 s.h.

DR. CLARK

CHRISTIAN DOCTRINE

321. Introduction to the Science of Theology.—3 s.h.

PROFESSOR ROWE

322. The Content of Christian Doctrine.—3 s.h.

PROFESSOR ROWE

323. Theology in Ancient and Medieval Christianity.—Prerequisite, Christian Doctrine 321-322. **3 s.h.**

PROFESSOR ROWE

324. Theology in Modern Christianity.—Prerequisite, Christian Doctrine 321-322. **3 s.h.**

PROFESSOR ROWE

325. Soteriology.—Prerequisite, Christian Doctrine 321-322. **3 s.h.**

PROFESSOR ROWE

326. Eschatology.—Prerequisite, Christian Doctrine 321-322. **3 s.h.**
PROFESSOR ROWE

CHURCH HISTORY

233. Church History to the Reformation.—3 s.h.
PROFESSOR GARBER

234. History of the Evangelical Movement.—3 s.h.
PROFESSOR GARBER

333. Protestantism and Catholicism in Europe since 1800.—Prerequisite, Church History 233-234. **3 s.h.**
PROFESSOR GARBER

[Not offered in 1935-1936]

334. The Church in America: The National Period.—Prerequisite, Church History 233-234. **3 s.h.**
PROFESSOR GARBER

335. Great Men of the Christian Church.—Prerequisite, Church History 233-234. **3 s.h.**
PROFESSOR GARBER

336. Religion in the Southern States since the Civil War.—Prerequisite, Church History 233-234. **3 s.h.**
PROFESSOR GARBER

[Not offered in 1935-1936]

337. Methodism.—Prerequisite, Church History 233-234. **3 s.h.**
PROFESSOR GARBER

[Not offered in 1935-1936]

431-432. Seminar.—4 s.h.
PROFESSOR GARBER

HOMILETICS AND PRACTICAL THEOLOGY

251. The Rural Church and Sociology.—3 s.h.
PROFESSOR ORMOND

252. Rural Church Administration.—3 s.h.
PROFESSOR ORMOND

341. Homiletics.—3 s.h.
PROFESSOR MYERS

342. Sermon Construction.—3 s.h.
PROFESSOR MYERS

343. Homiletical Argumentation.—3 s.h.
PROFESSOR HICKMAN

[Not offered in 1935-1936]

344. Psychology of Preaching.—3 s.h.

PROFESSOR HICKMAN

[Not offered in 1935-1936]

345. City Church Administration.—3 s.h.

PROFESSOR ————

346. Public Worship.—3 s.h.

PROFESSOR ————

SR348. Church Music and Religious Art.—3 s.h.

MR. BARNES

353-354. Practicum on Rural Church Work.—2 s.h.

PROFESSOR ORMOND

RELIGIOUS EDUCATION

261. An Educational Approach to Religion.—3 s.h.

PROFESSOR SMITH

262. Organization of Religious Education.—3 s.h.

PROFESSOR SPENCE

263. Curriculum of Religious Education.—3 s.h.

PROFESSOR SPENCE

264. Technic of Teaching Religion.—3 s.h.

PROFESSOR SPENCE

SR265. Religious Drama.—3 s.h.

PROFESSOR SPENCE

266. Educational Aspects of Worship.—3 s.h.

PROFESSOR SMITH

362. Religious Education in Social Reconstruction.—Prerequisties, three semester-hours in sociology and Religious Education 261 or its equivalent. **3 s.h.**

PROFESSOR SMITH

[Not offered in 1935-1936]

363-364. Religious Thought in the Rise of American Culture.—Prerequisite, Religious Education 261 or its equivalent. **6 s.h.**

PROFESSOR SMITH

365. Seminar in Character Education and the State.—Prerequisite, Religious Education 261 or its equivalent. **2 s.h.**

PROFESSOR SMITH

366. Seminar in Philosophy of Religious Education.—Prerequisite, Religious Education 261, or its equivalent. **2 s.h.**

PROFESSOR SMITH

381-382. Thesis Seminar.—4 s.h.

PROFESSOR SMITH

PSYCHOLOGY OF RELIGION

275. Introduction to the Psychology of Religion.—3 s.h.

PROFESSOR HICKMAN

276. Advanced Psychology of Religion.—Prerequisite, Psychology of Religion 275 or its equivalent. **3 s.h.**

PROFESSOR HICKMAN

371. The Genetic Psychology of Religion.—Prerequisite, Psychology of Religion 275 or its equivalent. **3 s.h.**

PROFESSOR HICKMAN

372. Pastoral Psychology.—3 s.h.

[Not offered in 1935-1936] PROFESSOR HICKMAN

373. Mysticism in Religion.—Prerequisite, Psychology of Religion 275, or its equivalent. **3 s.h.**

[Not offered in 1935-1936] PROFESSOR HICKMAN

377-378. Seminar: Theories of Self.—4 s.h.

[Not offered in 1935-1936] PROFESSOR HICKMAN

***201. Social Psychology.—2 s.h.**

PROFESSOR MCDOUGALL

***218. Abnormal Psychology.—3 s.h.**

ASSOCIATE PROFESSOR LUNDHOLM

***219-220. History of Psychology.—2 s.h.**

PROFESSOR MCDOUGALL

HISTORY OF RELIGION AND MISSIONS

281. The Nature and Early Development of Religion.—3 s.h.

PROFESSOR CANNON

282. Living Religions of the World.—3 s.h.

PROFESSOR CANNON

283. Expansion of Christianity.—3 s.h.

PROFESSOR CANNON

[Not offered in 1935-1936]

284. Principles of Missions.—3 s.h.

PROFESSOR CANNON

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* Courses offered in the Graduate School of Arts and Sciences which are credited toward the degree of Bachelor of Divinity.

285. The Religions of Eastern Asia.—3 s.h.

PROFESSOR CANNON

[Not offered in 1935-1936]

286. The Religions of India.—3 s.h.

PROFESSOR CANNON

[Not offered in 1935-1936]

381. Ideas of God, Sin, and Salvation in the Religions of the World.—Prerequisites, History of Religion and Missions 281 or 282. **3 s.h.**

PROFESSOR CANNON

382. Ideas of the Future Life and Ethics in the Religions of the World.—Prerequisites, History of Religion and Missions 281 or 282. **3 s.h.**

PROFESSOR CANNON

[Not offered in 1935-1936]

383. Buddhism.—Prerequisites, History of Religion and Missions 282. **3 s.h.**

PROFESSOR CANNON

384. Mohammedanism.—Prerequisites, History of Religion and Missions 282. **3 s.h.**

PROFESSOR CANNON

[Not offered in 1935-1936]

481-482. Seminar.—Prerequisite, six semester-hours in the department. **4 s.h.**

PROFESSOR CANNON

PHILOSOPHY

203. The Philosophy of Conduct.—3 s.h.

PROFESSOR CRANFORD

204. Christian Ethics.—3 s.h.

PROFESSOR CRANFORD

***209. Philosophy of Religion I: Philosophical Introduction.—3 s.h.**

PROFESSOR WIDGERY

***210. Philosophy of Religion II: Philosophical Introduction.—3 s.h.**

PROFESSOR WIDGERY

223-224. Idealism.—6 s.h.

PROFESSOR CRANFORD

SOCIOLOGY

SR201. Sociology and Religion.—3 s.h.

PROFESSOR JENSEN

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* Courses offered in the Graduate School of Arts and Sciences which are credited toward the degree of Bachelor of Divinity.

205. Social Pathology.—3 s.h.

PROFESSOR JENSEN

206. Criminology.—Prerequisite, six semester-hours in undergraduate sociology or Sociology 201. **3 s.h.**

PROFESSOR JENSEN

***216. Urban Sociology.—3 s.h.**

ASSISTANT PROFESSOR THOMPSON

217. General Anthropology.—3 s.h.

PROFESSOR ELLWOOD

218. Cultural Anthropology.—3 s.h.

PROFESSOR ELLWOOD

319. Principles of Sociology.—3 s.h.

PROFESSOR ELLWOOD

320. History of Social Philosophy.—3 s.h.

PROFESSOR ELLWOOD

EXTENSION COURSE

General Purpose Seminar.—Not open for credit toward the degree of Bachelor of Divinity.

PROFESSOR HICKMAN AND OTHERS

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* Courses offered in the Graduate School of Arts and Sciences which are credited toward the degree of Bachelor of Divinity.

GENERAL INFORMATION

FEES

Tuition is remitted to students matriculated in the School of Religion, for which they are expected to render from time to time service which shall not interfere with their work in the School of Religion.

Each student is assessed per semester as follows:

Matriculation fee	$25.00
Library fee	5.00
Athletic fee	5.00
Publication fee (optional)	2.50
Hospital fee	5.00
Damage fee	1.00

Each student is assessed, in the last semester before a degree is conferred, a commencement fee of three dollars and a diploma fee of five dollars. The latter fee is refunded if the diploma is not awarded.

THE LIBRARY

The School of Religion has its own library, conveniently housed in the School of Religion Building. This library which contains materials dealing with the subject of religion, already numbers nearly twenty thousand volumes. It has been carefully selected and is the equivalent in working efficiency of many libraries which are much larger. It is already rich in complete files of the more important journals and periodicals, in sets containing source materials for the study of the history of religion and missions, in facsimiles of the more important manuscripts of the New Testament, and in source materials in the field of American church history. The library is being rapidly expanded. Two private libraries of note have been purchased, one of the late Dr. Graf von Baudissin, Professor of Old Testament at the University of Berlin, and the other of the late Dr. Karl Holl, Professor of Church History in the same university, and these have added valuable material in these fields. One of the outstanding possessions of the Library is a magnificent Greek manuscript of the thirteenth and fourteenth centuries containing the entire text of the New Testament.

JUNALUSKA SCHOOL OF RELIGION

ANNOUNCEMENT

The eighth session of the Junaluska School of Religion will be held at Lake Junaluska, North Carolina, from June 7 to July 18, 1935, in connection with the Junaluska Summer School, Inc. It will be conducted under the joint management of Duke University and the Board of Christian Education with the coöperation of the Board of Missions and other boards of the Methodist Episcopal Church, South.

There will be two classes of students: those who are graduates of high schools and who may have had one or more years in college, and those who are graduates of colleges. The school is open to men and women. The credits secured for work done will be Duke University credits, and will count toward the A.B. and B.D. degrees.

INSTRUCTORS

ELMER TALMAGE CLARK, A.B., M.A., B.D., S.T.D., LL.D.,
Assistant Secretary, Board of Missions,
Methodist Episcopal Church, South.

PAUL NEFF GARBER,
Professor of Church History and Director of the Junaluska School of Religion,
Duke University.

HIRAM EARL MYERS, A.B., S.T.B., S.T.M.,
Professor of English Bible,
Duke University.

GILBERT THEODORE ROWE, A.B., D.D., Litt.D., S.T.D.,
Professor of Christian Doctrine,
Duke University.

HERSEY EVERETT SPENCE, A.B., A.M., B.D.,
Professor of Religious Education,
Duke University.

COURSES

Courses will be offered meeting five times a week for eighty-minute periods. Each course, satisfactorily completed, will receive a credit of three semester-hours in Duke University.

GROUP I

FOR COLLEGE UNDERGRADUATES

S104. The History and Religion of the Jews to the Roman Period. MR. MYERS

S170. Masterpieces of Great Religious Literature. MR. SPENCE

S181. Modern Christian World Problems.— MR. CLARK

GROUP II

FOR COLLEGE GRADUATES
AND FOR COLLEGE SENIORS

S212. New Testament Theology. MR. ROWE

S227. Current Christian Theology.— MR. ROWE

S234. The Church in America: The National Period. MR. GARBER

S241. Homiletics. MR. MYERS

S265. Religious Drama. MR. SPENCE

THE SUMMER SCHOOLS

1935

First Term: June 7 to July 18

Second Term: June 28 to Aug. 8

Third Term: July 20 to Aug. 30

JUNALUSKA SUMMER SCHOOL, INC.

(AFFILIATED WITH DUKE UNIVERSITY)

AND

JUNALUSKA SCHOOL OF RELIGION

LAKE JUNALUSKA, N. C.

June 7 to July 18

OFFICERS OF ADMINISTRATION

WILLIAM PRESTON FEW, A.B., A.M., Ph.D., LL.D.,
President of Duke University

ROBERT LEE FLOWERS, A.M., LL.D.,
Vice-President of Duke University and Member of the Faculty Committee on the Summer School

WILLIAM HANE WANNAMAKER, A.B., A.M., Litt.D.,
Vice-President of Duke University and Member of the Faculty Committee on the Summer School

HOLLAND HOLTON, A.B., J.D.,
Director of the Summer School and Chairman of the Faculty Committee on the Summer School

WILLIAM KENNETH BOYD, A.B., A.M., Ph.D.,
Member of the Faculty Committee on the Summer School

ARTHUR MARCUS PROCTOR, A.B., A.M., Ph.D.,
Associate Director of the Summer School

WILLIAM HENRY GLASSON, Ph.B., Ph.D.,
Dean of the Graduate School of Arts and Sciences

ALICE MARY BALDWIN, A.B., A.M., Ph.D.,
Dean of the Woman's College

WALTER KIRKLAND GREENE, A.B., A.M., Ph.D.,
Dean of Undergraduate Instruction

ROBERT STANLEY RANKIN, A.B., A.M., Ph.D.,
Assistant Dean of the Graduate School

MARY GRACE WILSON, A.B.,
Social Director and Acting Dean of Women

GRACE LAWRENCE,
(Dean, Salem College),
Social Director and Acting Dean of Women (Third Term)

FLORA MARIE MEREDITH, A.B.,
(Assistant Dean, Woman's College of the University of North Carolina).
Acting Dean of Women (Second Term)

FACULTY OF THE SUMMER SCHOOL

ANDERSON, ANDREW RUNNI; A.B., University of Wisconsin; Ph.D., Harvard; LATIN (Duke University).

BIRD, HAROLD CRUSIUS; Ph.B., C.E., Yale; CIVIL ENGINEERING (Duke University).

BLOMQUIST, HUGO LEANDER; B.S., University of Chicago; Pasteur Institute, 1919; Ph.D., University of Chicago; BOTANY (Duke University).

BOYD, WILLIAM KENNETH; A.B., A.M., Duke; Ph.D., Columbia; HISTORY (Duke University).

CANNON, JAMES, III; A.B., Duke; A.M., Princeton; Th.B., Th.M., Princeton Theological Seminary; Edinburgh, 1919; Garrett, 1924; RELIGION (Duke University).

CARR, JOHN WINDER, JR.; A.B., Duke; A.M., Ph.D., Columbia; EDUCATION (Duke University).

COWPER, FREDERICK AUGUSTUS GRANT; A.B., A.M., Trinity (Conn.); University of Strassburg, 1906-1907; University of Geneva, 1907-1908; Ph.D., University of Chicago; FRENCH (Duke University).

CUNNINGHAM, BERT; B.S., M.S., Illinois Wesleyan; A.M., Duke; Ph.D., University of Wisconsin; ZOÖLOGY (Duke University)

ELLIOTT, WILLIAM WHITFIELD; B.A., Hampden-Sidney; M.A., University of Kentucky; Ph.D., Cornell; MATHEMATICS (Duke University).

GILBERT, ALLAN H.; B.A., Cornell; A.M., Yale; Ph.D., Cornell; ENGLISH (Duke University).

GREENE, WALTER KIRKLAND; A.B., Wofford; A.M., Vanderbilt; A.M., Ph.D., Harvard; ENGLISH (Duke University).

HALL, WILLIAM HOLLAND; A.B., A.M., Duke; B.C.E., University of Michigan; M.S.C.E., University of Wisconsin; ENGINEERING (Duke University).

HAMILTON, EARL JEFFERSON; B.S., Mississippi State College; A.M., Ph.D., Harvard; ECONOMICS (Duke University).

HOLTON, HOLLAND, A.B., Duke; J.D., University of Chicago; University of Chicago, 1926-27; EDUCATION (Duke University).

JENSEN, HOWARD EIKENBERRY; A.B., University of Kansas; B.D., Ph.D., University of Chicago; SOCIOLOGY (Duke University)

JORDAN, BRADY RIMBEY; Litt.B., Princeton; Ph.D., University of Wisconsin; FRENCH (Duke University).

KRUMMEL, CHARLES ALBERT; Ph.B., Central Wesleyan College; Ph.M., Syracuse University; Ph.D., University of Wisconsin; University of Marburg, 1910; GERMAN (Duke University).

LUNDEBERG, OLAV K.; A.B., St. Olaf College; A.M., Ph.D., University of Minnesota; Université de Montpellier, 1918; Centro de Estudios Históricos, Madrid, 1929; SPANISH (Duke University).

MITCHELL, FRANK KIRBY; A.B., Millsaps; A.M., Michigan; Oriel College, Oxford, 1921-24; ENGLISH (Duke University).

ORMOND, JESSE MARVIN; A.B., Duke; B.D., Vanderbilt; RELIGION (Duke University).

PROCTOR, ARTHUR MARCUS; A.B., Duke; A.M., Ph.D., Columbia; EDUCATION (Duke University).

RANKIN, ROBERT STANLEY; A.B., Tusculum College; A.M., Ph.D., Princeton; POLITICAL SCIENCE (Duke University).

RANKIN, WILLIAM WALTER; B.E., North Carolina State College of Agriculture and Engineering; A.M., University of North Carolina; Harvard, 1914-15; Columbia, 1919-21; MATHEMATICS (Duke University).

ROSBOROUGH, RUSKIN RAYMOND; A.M., Ph.D., University of Pennsylvania; Docteur en Philologie Classique, Université de Louvain; LATIN (Duke University).

SHRYOCK, RICHARD HARRISON; B.S.Ed., Ph.D., University of Pennsylvania; HISTORY (Duke University).

SMITH, HILRIE SHELTON; A.B., Elon College; Ph.D., Yale University; D.D., Defiance College; RELIGIOUS EDUCATION (Duke University).

WILSON, ROBERT NORTH; A.B., Haverford; M.S., University of Florida; Harvard, 1905-06; University of Illinois, 1923-24; Yale, 1931-32; CHEMISTRY (Duke University).

WILSON, ROBERT RENBERT; A.B., Austin College; A.M., Princeton; Ph.D., Harvard; POLITICAL SCIENCE (Duke University).

ADAMS, DONALD KEITH; A.B., Pennsylvania State; A.M., Harvard; Ph.D., Yale; PSYCHOLOGY (Duke University).

ADDOMS, RUTH MARGERY; A.B., A.M., Wellesley; Ph.D., University of Wisconsin; BOTANY (Duke University).

BAUGH, ALBERT CROLL; A.B., A.M., Ph.D., University of Pennsylvania; ENGLISH (University of Pennsylvania).

BOND, RICHMOND P.; A.B., Vanderbilt; A.M., Ph.D., Harvard; ENGLISH (University of North Carolina).

CALLCOTT, WILFRID HARDY; A.B., Southwestern; M.A., Ph.D., Columbia; HISTORY (University of South Carolina).

DALE, JULIA; A.B., Transylvania College; A.M., University of Missouri; Ph.D., Cornell; MATHEMATICS (Duke University).

DOUGLAS, OSCAR BERRY; A.B., Texas Christian University; A.M., University of Texas; Ph.D., University of Chicago; EDUCATION (University of Texas).

EASLEY, HOWARD; A.B., Union University, Tenn.; A.M., Ph.D., George Peabody College; EDUCATION (Duke University).

EELLS, HASTINGS; A.B., Clark; A.M., Ph.D., Yale; Brussels, 1921-22; Ghent, 1928-29; HISTORY (Ohio Wesleyan University).

FRISWOLD, INGOLF OLIVER; B.S., A.M., Ph.D., University of Minnesota; EDUCATION (University of Minnesota).

GARDINER, ANN HENSHAW, R.N.; Grad. Shepherd Normal School (W. Virginia); B.S., Columbia; University of Washington Medical School of Hygiene, 1924-25; M.S., Kansas State College; HYGIENE (Duke University).

GRAY, CLARENCE TRUMAN; A.B., Indiana University; A.M., Ph.D., University of Chicago; EDUCATION (University of Texas).

GRAY, IRVING EMERY; B.S., Massachusetts State College; M.S., Ph.D., University of Wisconsin; ZOÖLOGY (Duke University).

HARRISON, CHARLES TRAWICK; A.B., University of Alabama; A.M., Ph.D., Harvard; ENGLISH (College of William and Mary).

HILLMAN, JAMES E.; B.Ped., Berea College; B.S., A.M., Ph.D., George Peabody College; EDUCATION (Director, Division of Curriculum Construction, North Carolina Department of Public Instruction).

HOPKINS, DWIGHT LUCIAN; B.S., M.S., University of Virginia; Ph.D., Johns Hopkins; ZOÖLOGY (Duke University).

HURLEY, LEONARD BURWELL; A.B., A.M., Duke; University of Chicago; Ph.D., University of North Carolina; ENGLISH (Woman's College of University of North Carolina).

JORDAN, ARCHIBALD CURRIE; A.B., Duke; A.M., Columbia; Columbia, 1924-25; ENGLISH (Duke University).

LANDON, CHARLES E.; A.B., A.M., University of Kansas; Ph.D., University of Illinois; GEOGRAPHY (Duke University).

LEISY, ERNEST E.; A.B., University of Kansas; A.M., University of Chicago; Ph.D., University of Illinois; ENGLISH (Southern Methodist University).

MARBERRY, JAMES OSCAR; A.B., Ewing College; A.M., Ph.D., University of Wisconsin; EDUCATION (University of Texas).

MILES, EDWARD ROY CECIL; B.S., Georgia School of Technology; A.M., Harvard; Ph.D., Rice Institute; MATHEMATICS (Duke University).

MITCHELL, NICHOLAS PENDLETON, JR.; A.B., A.M., University of Texas; Ph.D., Duke; POLITICAL SCIENCE (University of Richmond).

MORGAN, WILLIAM THOMAS; Ph.B., Ohio University; A.M., Harvard; Ph.D., Yale; HISTORY (University of Indiana).

PATTERSON, CALEB PERRY; A.B., A.M., Vanderbilt; A.M., Harvard; LL.B., Memphis; LL.B., University of Texas; Ph.D., Columbia; POLITICAL SCIENCE (University of Texas).

PATTERSON, KARL BACHMAN; A.B., Roanoke College; A.M., Princeton; Johns Hopkins University, 1908-09; University of Pennsylvania, 1909-11; MATHEMATICS (Duke University).

PATTON, LEWIS; A.B., Furman; Yale, 1923-26; ENGLISH (Duke University).

ROBERTS, JOHN HENDERSON; A.B., Ph.D., University of Texas; National Research Fellow, University of Pennsylvania, 1929-30; MATHEMATICS (Duke University).

SCATES, DOUGLAS EDGAR; A.B., Whitworth; Ph.D., University of Chicago; EDUCATION (Director of Research and Statistics; Cincinnati Public Schools).

SCHUTTE, TENJES HENRY; A.B., A.M., University of Illinois; Ph.D., University of Chicago; EDUCATION (Huntingdon College).

SCOTT, KARL MYRON; A.B., University of Arkansas; A.M., University of Iowa; Ph.D., University of Illinois; ECONOMICS (Duke (University).

SHIELDS, JOHN HERMAN; A.B., A.M., University of Texas; Columbia University, 1924-26; ACCOUNTING (Duke University).

SLAY, RONALD JAMES; B.S., University of Mississippi; A.M., Ph.D., Columbia University; TEACHING OF SCIENCE (East Carolina Teachers College).

SMITHEY, WILLIAM ROYALL; A.B., A.M., Randolph-Macon College; Ph.D., University of Wisconsin; EDUCATION (University of Virginia).

SYDNOR, CHARLES SACKETT; A.B., Hampden-Sydney College; Ph.D., Johns Hopkins University; HISTORY (University of Mississippi).

STRETCH, LORENA BYRD; A.B., A.M., Baylor University; Ph.D., George Peabody College; EDUCATION (Baylor University).

WALTON, LORING BAKER; A.B., Princeton; Lic. ès L., Harvard; Sorbonne, 1922-24; FRENCH (Duke University).

WEDEL, OSWALD HENRY; B.A., University of Arizona; M.A., Ph.D., Stanford University; HISTORY (University of Arizona).

WILSON, FREDERICK ELIPHAZ; A.B., Oberlin; A.M., Columbia; Leipzig, 1916-17; Harvard, 1922-23; GERMAN (Duke University).

ZENER, KARL EDWARD; Ph.B., University of Chicago; A.M., Ph.D., Harvard; National Research Fellow in Psychology, University of Berlin, 1926-27; PSYCHOLOGY (Duke University).

ANDERSON, CHARLES ROBERTS; A.B., A.M., University of Georgia; Duke, 1932-35; ENGLISH (Duke University).

BLACK, MARTIN LEE, JR.; A.B., Duke; Northwestern; C.P.A., Illinois and North Carolina; ACCOUNTING (Duke University).

BRIDGERS, FURMAN ANDERSON; A.B., Duke; A.M., University of Chicago; University of Chicago, 1928-29, 1933; FRENCH (Duke University).

CURTIS, KADER RANDOLPH; A.B., Wake Forest; M.Ed., Duke; EDUCATION (Superintendent of Wilson County and City Schools).

DAVIS, GIFFORD; A.B., Bowdoin College; A.M., Ph.D., Harvard; SPANISH (Duke University).

DRESSEL, FRANCIS GEORGE; B.S., Michigan State College; M.S., University of Michigan; Ph.D., Duke; MATHEMATICS (Duke University).

ENGLISH, MILDRED; B.S., A.M., George Peabody College; Columbia, 1930-31, 1934-35; EDUCATION (Assistant Superintendent, Raleigh City Schools).

GODARD, JAMES McFATE; A.B., Park; A.M., Duke; Duke, 1930-31, 1932-35; EDUCATION (Duke University).

HALL, LOUISE; B.A., Wellesley; S.B., in Architecture, Massachusetts Institute of Technology; Brevet d'Art de la Sorbonne; FINE ARTS (Duke University).

HAUSER, CHARLES ROY; B.S., M.S., University of Florida; Ph.D., University of Iowa; CHEMISTRY (Duke University).

HERRING, HERBERT JAMES; A.B., Duke; A.M., Columbia; PUBLIC SPEAKING (Duke University).

HILL, DOUGLAS; A.B., Yale; M.A., Ph.D., Princeton; CHEMISTRY (Duke University).

HOBAN, CHARLES FRANCIS, JR.; A.B., Dickinson; A.M., Duke; Duke, 1933-35; EDUCATION (Duke University).

KRAMER, PAUL JACKSON; A.B., Miami (Ohio); M.S., Ph.D., Ohio State; BOTANY (Duke University).

LANNING, JOHN TATE; A.B., Duke; A.M., University of California; University of London, 1926-27; Ph.D., University of California; HISTORY (Duke University).

LEMERT, BEN FRANKLIN; B.S.E., M.S., Ohio State University; Ph.D., Columbia University; GEOGRAPHY (Duke University).

LONGSTREET, RUBERT JAMES; B.S., LL.B., Stetson University; A.M., Duke; Duke, 1931-32; EDUCATION (Superintendent of Daytona Beach Public Schools, Peninsula District).

MABRY, WILLIAM ALEXANDER; A.B., A.M., Duke; A.M., Harvard; Ph.D., Duke; HISTORY (Duke University).

MANCHESTER, ALAN KREBS; A.B., Vanderbilt University; A.M., Columbia; Ph.D., Duke; HISTORY (Duke University).

MAXWELL, WILLIAM CARY; A.B., A.M., Duke; Ph.D., University of Heidelberg; GERMAN (Duke University).

MICHAELS, MATILDA OSBORNE; A.B., Duke; A.M., Columbia; ELEMENTARY EDUCATION (Supervisor Durham County Schools).

PORTER, ESTELLE RAWL; A.B., Winthrop; Smith College, 1922-23; University of Chicago, 1926-27; ELEMENTARY EDUCATION (Charlotte City Schools).

PULLIAS, EARL VIVON; A.B., Cumberland University; A.M., University of Chicago; Duke, 1931-35; EDUCATION (Duke University).

RAYMOND, MARY LOIS; B.A., Mount Holyoke College; M.A., Radcliffe College; University of Wisconsin, 1919-20; University of Madrid and University of Paris, 1921-22; FRENCH (Duke University).

SAYLOR, JOHN HENRY; A.B., Southern Methodist University; A.M., Ph.D., Duke; CHEMISTRY (Duke University).

SMITH, ROBERT SIDNEY; A.B., M.A., Amherst; Ph.D., Duke; ECONOMICS (Duke University).

SUGDEN, HERBERT WILFRID; A.B., Harvard; A.M., Ph.D., Duke; ENGLISH (Duke University).

WARD, CHARLES EUGENE; A.B., Baker University; A.M., Ph.D., Duke; ENGLISH (Duke University).

WEST, ALFRED THURBER; B.S., Alabama Polytechnic Institute; A.M., University of Alabama; Teacher's Certificate from American Academy of Dramatic Art; ENGLISH (Duke University).

ALSTON, AUGUSTA MICHAELS; A.B., Duke; DRAWING (Durham City Schools).

BOOKHOUT, CAZLYN GREEN; A.B., St. Stephens College; A.M., Syracuse; Ph.D., Duke; ASSISTANT IN ZOÖLOGY (Elon College).

HENDRIXSON, PHILIP; A.B., Grinnell; Duke, 1934-35; ASSISTANT IN CHEMISTRY (Duke University).

JACOKES, JAMES WARNER, JR.; B.S., Union University; Duke, 1933-35; ASSISTANT IN CHEMISTRY (Duke University).

JORDAN, THOMAS EARL; B.S., Atlantic University; M.S., University of Richmond; Duke, 1934-35; ASSISTANT IN CHEMISTRY (Duke University).

MASON, MARY LOCHER; Diploma in Fine Arts, Teachers College, Columbia; DRAWING (Durham City Schools).

REED, JOHN FREDERICK; A.B., Dartmouth College; Duke, 1933-35; ASSISTANT IN BOTANY (Duke University).

RINTELEN, JOSEPH CHARLES, JR.; B.S., Brooklyn Polytechnic Institute; M.S., Cornell; Duke, 1933-35; ASSISTANT IN CHEMISTRY (Duke University).

TWADDELL, VERA CARR; A.B., Duke; MUSIC (Supervisor of Music, Durham County Schools).

WAITE, ALEXANDER; A.B., University of South Carolina; M.Ed., Duke; DIRECTOR OF RECREATION PROGRAM (Duke University).

WYCHE, ALMA; A.B., Duke; Wellesley, 1934-35; PHYSICAL EDUCATION (Duke University).

STAFF MEMBERS ADDED TO CARE FOR INCREASED ENROLLMENT IN SUMMER SCHOOLS 1935

CHILDS, BENJAMIN GUY; A.B., A.M., University of Virginia; University of Virginia, 1921-22; EDUCATION (Duke University).

GWYNN, JOHN MINOR; A.B., A.M., University of North Carolina; Ph.D., Yale; EDUCATION (University of North Carolina).

GWYNN, PRICE HENDERSON; A.B., A.M., University of North Carolina; B.D., Yale Divinity School; Ph.D., Yale; EDUCATION (Davidson College).

HIGHSMITH, J. HENRY; A.B., Trinity College; A.M., Ph.D. Columbia University; EDUCATION (North Carolina State Department of Public Instruction).

JARRELL, HAMPTON McNEELY; A.B., University of Georgia; A.M., Harvard; Ph.D., Duke; ENGLISH (Winthrop College).

LEFLER, HUGH TALMAGE; A.B., A.M., Duke; Ph.D., University of Pennsylvania; HISTORY (University of North Carolina).

SPENGLER, JOSEPH JOHN; A.B., A.M., Ph.D., Ohio State University; ECONOMICS (Duke University).

HAGAN, CHARLES BANNER; A.B., Emory and Henry; A.M., University of Virginia; Ph.D., Duke; POLITICAL SCIENCE (Smith College).

AGNEW, DONALD CHARLES; A.B., Park College; A.M., Duke; Duke, 1932-33, 1934-35; EDUCATION.

CHERRY, ANNIE M.; A.B., N. C. C. W.; A.M., Columbia University; Columbia, 1933-35; EDUCATION.

HARTON, JOHN JAMES; A.B., Hendrix College; A.M., Peabody; Duke, 1934-35; EDUCATION (Duke University).

JARMAN, LAURA MARTIN; A.B., Mary Baldwin College; A.M., Duke; Duke, 1934-35; SPANISH (Duke University).

MARKS, SALLIE BELLE; A.B., Southwestern Teachers College; A.M., Columbia; EDUCATION (Salem College).

ROOT, PAUL ADELBERT; A.B., Asbury College; B.D., Ph.D., Duke; SOCIOLOGY (Southern Methodist University).

SIMPSON, WILLIAM HAYS; A.B., Tusculum College; A.M., Ph.D., Duke; POLITICAL SCIENCE (Duke University).

WOODY, ROBERT HILLIARD; Ph.B., Emory University; A.M., Ph.D., Duke; HISTORY (Duke University).

QUYNN, WILLIAM ROGERS; B.A., M.A., University of Virginia; Ph.D., FRENCH (Duke University).

FERGUSON, GERALD W.; ENGINEERING (Duke University).

GARNER, SAMUEL PAUL; A.B., A.M., Duke; Duke, 1934-35; ECONOMICS (Duke University).

LEWIS, WILLIAM WHITFIELD; B.S. in C.E.; ENGINEERING (Duke University).

McCUTCHEON, FREDERICK HAROLD; B.S., M.S., North Dakota State College; Duke, 1933-35; ZOÖLOGY (Duke University).

RENFROW, WILLIAM BURNS; B.S., Furman; A.M., Duke; CHEMISTRY (Duke University).

DUKE UNIVERSITY SUMMER SCHOOL

RAPID GROWTH OF THE SUMMER SCHOOL

Trinity College, which in 1925 expanded into Duke University, conducted its first summer school in 1919. The growth of the school has been not only rapid but steady since that time. In 1919 there were enrolled eighty-eight students of college grade, of whom sixty-five were teachers. In the summer of 1934 there was a total of 1,987 registration in Duke University and affiliated schools.

CALENDAR AND REGISTRATION: THREE TERMS

In 1935, for the second time, the summer school will operate a midsummer term, making it possible for students to enter June 7, June 28, or July 20. This arrangement should prove to be of especial advantage to teachers in public schools that do not close until after the first of June, and to college students who desire a brief vacation before beginning their summer work.

ADMISSION

Applicants for admission must have completed a high school course. As evidence of this, a teacher's certificate of grade as high as North Carolina elementary will be accepted from teachers with two or more years of experience. Certificates and other credentials must be submitted to the Committee on the Summer School at the time of registration. Students who wish to enroll for graduate credit should submit their credits from other institutions to Dr. William H. Glasson, Dean of the Graduate School, before registration, preferably by mail.

CREDITS

Professional credits towards teachers' certificates are granted by the various state boards of education each in accordance with its own carefully planned rules. Teachers should consult the rules laid down by their State Board of Education before enrolling for certification credit. Any student, however, whose

work is of such quality as to deny him credit toward a degree, fails to receive "professional" credit.

College credits are offered as follows: A course of five hours a week for six weeks counts for two semester-hours of credit, a course of seven and one-half hours a week for six weeks counts for three semester-hours of credit, and a course of ten hours a week for six weeks counts for four semester-hours of credit in Duke University. No student is allowed to take more than fifteen hours of work a week without the consent of the Director and of the instructor in whose department the student expects to do his major work.* Except in the case of elementary laboratory science, in which eight semester-hours may be completed in seven weeks, the University will not accept credit beyond six semester-hours earned in one term toward the bachelor's degree. Graduate students are not under any circumstances permitted to enroll for more than six semester-hours in a summer school of six weeks. They forfeit graduate credit by undertaking more than six semester-hours of work, even though part of the work may carry undergraduate credit only. A student of senior standing, however, may elect as many as eight semester-hours of such elementary-skill work as drawing, public school music, and the like, that do not carry college credit, or courses primarily for freshmen and sophomores, and obtain such professional credit as his State Department of Education will allow, not to exceed the maximum eight stated.

The nature of the credit allowed for each course is indicated by the number of the course. Courses numbered 1-49 are primarily for freshmen, or freshmen and sophomores; courses numbered 50-99 are ordinarily for sophomores, or sophomores and juniors; courses numbered 100-199 are for juniors and seniors; courses numbered from 200-299 are for seniors and graduates; and courses numbered from 300 up are for graduate students only and are of very limited enrollment. Courses numbered from 200 up are limited in enrollment to twenty-five students.

Students registered for graduate courses in the Summer School, who desire to have their work credited toward the

* No student liable to suspension from the University under its rules regarding failure is permitted to enroll in summer school.

master's degree, should also register in the office of the Dean of the Graduate School during the first week of each summer term.

THESIS WRITING IN SUMMER SCHOOL

Since Duke University grants no master's degree except upon completion of a satisfactory thesis, every candidate for the master's degree who expects to complete his work in summer school should as soon as possible after completing his first term of residence choose a field in which he desires to write a thesis and confer with some instructor offering graduate courses in that field. The following points should be clearly in mind when arrangements are made for thesis supervision:

1. The subject of the thesis must be approved by the instructor who undertakes the supervision. The instructor's decision as to whether the topic is suitable, or the student is prepared to develop it, or the instructor prepared to supervise it, is final.

2. A student may enroll for six semester-hours of residence credit toward a thesis or for less, in one term of six weeks. If he enrolls for only three semester-hours he may enroll also for a course of three semester-hours, but he cannot enroll for a total of more than six semester-hours of credit, including residence toward his thesis. Completion of six semester-hours of residence toward his thesis does not guarantee the satisfactory completion of the thesis, which must be acceptable to the instructor supervising it and to a committee representing the Council on Graduate Instruction.

3. A student may either enroll in a specifically designated "thesis" course or may, if his preparation meets the approval of the instructor in charge, attach himself to some regularly offered course in his field of study and report periodically to the instructor offering the course.

4. A student enrolling for thesis residence credit in regular course pays the same fees as other students during the summer of residence. At the time of graduation he pays the same diploma and commencement fees as other students and thesis supervision fee of twenty-five dollars.

5. Students enrolling for thesis supervision during the summer school are expected to complete their theses largely during the summer of enrollment or some subsequent summer term. The instructor with whom they enroll is not under obligation to give active supervision during the academic year, although instructors are willing to give a reasonable amount of attention to theses practically complete.

6. Students of the academic year who do not complete theses begun prior to summer school are not accepted for summer school enrollment unless their subjects are in the field of some thesis seminar or other course offered by an instructor who recommends that such students be assigned to his supervision during the summer. Instructors who are

employed for full time by the summer school are specifically requested not to carry over into the summer thesis students whose subjects are not properly a part of work such instructors are offering in the summer school.

FEES

Teachers are not required to pay tuition fees. All other students are charged a tuition fee of $8.00 for each college credit hour, or $4.00 for each semester-hour, maximum tuition being $24.00 for six weeks, or $30.00 for courses running seven weeks. All students, teachers included, pay a registration fee of $17.50 per term. Students in the sciences pay the laboratory fees required in regular term work. Students who enroll for more than the normal schedule of work are charged an excess registration fee of $5.00.

Major expenses may be estimated as follows for each term:

Registration	$17.50
Room rent and board	47.00
Total major expenses to teachers	$64.50

To this total should be added the tuition fee of $24.00 charged students other than teachers in the public schools, about $7.00 for books, and probably $3.00 for miscellaneous expenditures. All claims for exemption from tuition should be filed at the time of registration.

COURSES OF INSTRUCTION

EXPLANATIONS AND ABBREVIATIONS

Classes meet daily five times per week for six weeks unless otherwise indicated. Classes that meet for fifty-minute periods are indicated as carrying two semester-hours of credit. Classes meeting eighty-minute periods daily count for three semester-hours except where credits are stated otherwise. Courses are arranged alphabetically by departments. The course numbers are the same numbers used in describing courses in the regular term, with the letter "S" preceding; for example, Botany S1 would correspond to Botany 1 of the regular term.

N.B.—Different State Departments of Education grant professional credit for various courses in accordance with their own carefully defined rules. Every student should inquire carefully at or before registration as to what professional credit is allowed for each course in his state.

THESIS COURSES FOR MASTER'S DEGREE CANDIDATES

It is important for every candidate for a Master's degree to plan for his thesis as soon as possible after he completes his first summer school. (See suggestions for planning theses, pages 294-295, this bulletin.) Special attention is called to Education S300, S322, and S393X, English S319 and S329, French S340, History S306X, S315, and S332, Latin S300X, Mathematics S301X, Political Science S308 and S328, and Zoölogy S353. A properly qualified student, however, may with the approval of the instructor and the head of his department attach himself to any graduate course for thesis supervision.

BIOLOGY

See courses listed under Botany and Zoölogy.

BOTANY

S1. General Botany.—4 s.h.

Miss Addoms and Mr. Reed

S2. General Botany.—4 s.h.

Mr. Kramer and Mr. Reed

S50. Introductory Field Botany.—Prerequisite: Botany S1 or equivalent. **3 s.h.**

Mr. Blomquist

S213. Structure and Classification of Ferns.—Prerequisite: two years of botany. **3 s.h.**

Mr. Blomquist

CHEMISTRY

S1. General Inorganic Chemistry.—4 s.h.

Mr. R. N. Wilson and Mr. Hill

S2. General Inorganic Chemistry.—Prerequisite, Chemistry S1. **4 s.h.**
MR. R. N. WILSON AND MR. HILL

S61. Qualitative Analysis.—4 s.h.
MR. SAYLOR AND MR. RINTELEN

S70. Quantitative Analysis.—4 s.h.
MR. SAYLOR AND MR. JACOKES

S151. Organic Chemistry.—4 s.h.
MR. HAUSER AND MR. T. E. JORDAN

S152. Organic Chemistry.—Course S151 prerequisite. **4 s.h.**
MR. HAUSER AND MR. HENDRIXSON

ECONOMICS AND GEOGRAPHY

S51. Principles of Economics.—3 s.h.
MR. R. S. SMITH

S52. Principles of Economics.—3 s.h.
MR. SCOTT

S57-S58. First-Year Accounting.—6 s.h.
MR. SHIELDS

S115. Economic Geography: Teachers' Course.—3 s.h.
MR. LEMERT

S116. Economic Geography and Industrial Organization.—Prerequisite: course S115 or Economics A. **3 s.h.**
MR. LANDON

S118. Geography of Southern Industries.—Prerequisite: Economics B, Economic Geography 115, or the consent of the instructor. **3 s.h.**
MR. LEMERT

S119. Economic Geography of North America.—(Not open to students who have had Economics A since 1930.) **3 s.h.**
MR. LANDON

S171-S172. Second-Year Accounting.—Open to students who have completed Accounting 57-58. **6 s.h.**
MR. BLACK

S212. History of Economic Thought Since 1776.—3 s.h.
MR. HAMILTON

S239. Price Theory and History.—3 s.h.
MR. HAMILTON

S254. Industrial Relations.—3 s.h.
MR. SCOTT

EDUCATION

PUBLIC SCHOOL ADMINISTRATION AND SUPERVISION (GRADUATE COURSES)

(Master's candidates in this division should elect their minor work in Economics and Political Science.)

S224. Current Problems in Public Education as Revealed Through School Surveys.—3 s.h.

MR. MARBERRY

S232. Elementary School Supervision.—3 s.h.

MR. MARBERRY

S233A. Pupil Personnel Problems and Procedure.—3 s.h.

MR. SCATES

(Not offered for enrollment to students who have had course S233.)

S234. Secondary-School Organization and Administration.—3 s.h.

MR. SMITHEY *(first term)*
MR. FRISWOLD *(third term)*

S283. Organization and Administration of the Public School Curriculum.—3 s.h.

MR. MARBERRY

S300. Introduction to Educational Research.—3 s.h.

MR. SCATES

S323. Public School Finance.—3 s.h.

MR. PROCTOR

S333. Problems of High School Supervision.—3 s.h.

MR. SMITHEY

S343. State and County School Administration.—3 s.h.

MR. MARBERRY

S363. City School Organization and Administration.—3 s.h.

MR. PROCTOR

S393. Seminar: Public School Administration.—3 s.h.

MR. PROCTOR *(first term)*
MR. FRISWOLD *(third term)*

S393X. Thesis Seminar.—*Residence credit only.*

MR. PROCTOR

EDUCATIONAL PSYCHOLOGY (GRADUATE COURSES)

(Master's candidates in this division should elect some course-work in either Elementary or Secondary Education and should choose Psychology as their minor.)

S208. Mental Tests and Applications.—3 s.h.

MR. EASLEY

S209. Statistical Methods in Education.—3 s.h.

MR. SCATES

S218. Child Psychology.—3 s.h.

MISS STRETCH

S227. The Psychology of Learning: Problems.—3 s.h.

MR. EASLEY

S237. Investigations in Reading.—3 s.h.

MR. DOUGLAS

S247. Investigations in Arithmetic.—3 s.h.

MISS STRETCH

S258. Educational Measurements.—3 s.h.

MR. SCATES

S278. Mental Inheritance.—3 s.h.

MR. C. T. GRAY

S298. History of Educational Psychology in the United States.—

MR. C. T. GRAY

S300. Introduction to Educational Research.—3 s.h.

MR. SCATES

S318. Investigations of Study Problems.—3 s.h.

MR. DOUGLAS

SECONDARY EDUCATION (GRADUATE COURSES)

(Master's candidates in this division should consider also courses listed under Public School Administration and Educational Psychology, and are advised to elect minor work in their teaching subject, or in Psychology or Sociology.)

S205. Curriculum Problems in Secondary Education.—3 s.h.

MR. HOLTON AND STAFF

S216. Psychological Principles of Secondary Education.—3 s.h.

MR. DOUGLAS

S226. Teaching the Social Studies.—3 s.h.

MR. SCHUTTE

S234. Secondary-School Organization and Administration.—3 s.h.

MR. SMITHEY *(first term)*
MR. FRISWOLD *(third term)*

S246. The Teaching of Mathematics.—3 s.h.

MR. W. W. RANKIN

S283. Organization and Administration of the Public School Curriculum.—3 s.h.

MR. MARBERRY

S333. Problems of High School Supervision.—3 s.h.

MR. SMITHEY

ELEMENTARY EDUCATION (GRADUATE COURSES)

(Master's candidates in this division should consider also courses listed under Educational Psychology and are advised to elect their minor work in Psychology or Sociology.)

S207. Technique of Teaching.—3 s.h.

MISS STRETCH

S212. Psychology of the Elementary School Subjects.—3 s.h.

MR. DOUGLAS

S218. Child Psychology.—3 s.h.

MISS STRETCH

S222. The Curriculum and Materials of the Elementary Grades.—3 s.h.

MR. CARR

S232. Elementary School Supervision.—

MR. MARBERRY

S233A. Pupil Personnel Problems and Procedure.—3 s.h.

MR. SCATES

S237. Investigations in Reading.—3 s.h.

MR. DOUGLAS

S242. Curriculum Problems in the Elementary School.—3 s.h.

MR. HILLMAN

S247. Investigations in Arithmetic.—3 s.h.

MISS STRETCH

S283. Organization and Administration of the Public School Curriculum.—3 s.h.

MR. MARBERRY

S322. Seminar in Elementary Education.—3 s.h.

MR. CARR

S322X. Thesis Seminar in Elementary Education.—*Residence credit only.*

MR. CARR

UNDERGRADUATE COURSES

(By permission undergraduate seniors may enter graduate courses numbered below 300. Attention is called to the fact that toward the A.B. degree not more than six semester-hours of methods courses are allowed to count.)

S58. The Learning Process.—3 s.h.

MR. GODARD

S61. Introduction to Teaching.—3 s.h.

MR. SCHUTTE

S68. Mental Hygiene of the School Child.—3 s.h.

MR. PULLIAS

S103. School Organization and Administration for the Classroom Teacher.—3 s.h.

MR. GODARD

S106. Principles of Secondary Education.—3 s.h.

MR. LONGSTREET

S111. Primary Methods in Language and Reading.—2 s.h.

MISS MICHAELS

S117. Analysis of Study and Study Habits in the Elementary School Subjects.—3 s.h.

MR. CURTIS

S118. Educational Implications of Genetic Psychology.—3 s.h.

MISS STRETCH

S119. Analysis of Study and Study Habits in the High School Subjects.—3 s.h.

MR. CURTIS

S121. Grammar Grade Methods in Reading and Language.—2 s.h.

MR. HOBAN

S127. The Teaching of Arithmetic in the Grammar Grades.—2 s.h.

MR. PULLIAS

S136. Teaching High School English.—3 s.h.

MR. A. C. JORDAN

S142. Children's Literature: Primary Section.—2 s.h.

MISS MICHAELS

S147. Children's Literature: Grammar Grade Section.—2 s.h.

MISS MICHAELS

S162. History Materials for Primary Grades.—3 s.h.

MRS. PORTER

S167. Materials and Methods in the Teaching of Science in the Elementary School.—3 s.h.

MR. SLAY

S176. The Teaching of High School Science.—3 s.h.

MR. SLAY

S177. Materials and Methods in Visual Instruction.—2 s.h.

MR. HOBAN

(This course or its equivalent is required for permanent certification in the State of Pennsylvania after June 1, 1935.)

S192. Materials and Methods in the Primary Grades.—3 s.h.

MISS ENGLISH

S197. Materials and Methods in the Grammar Grades.—3 s.h.

MISS ENGLISH

A. Public School Drawing.—*3 points professional credit only.*

MRS. ALSTON *(first term)*
MRS. MASON *(third term)*

B. Industrial Art in the Public School.—*3 points professional credit only.*

MRS. ALSTON

C. Public School Music.—*3 points professional credit only.*

MRS. TWADDELL

PHYSICAL AND HEALTH EDUCATION

S112. Personal and School Hygiene.—3 s.h.

MISS GARDINER

S132. Materials and Methods in Health Education.—3 s.h.

MISS WYCHE

ENGINEERING

C.E. S10. Plane Surveying.—3 s.h.

MR. HALL AND MR. BIRD

ENGLISH

(Master's candidates in English are now required to complete at least three semester-hours in Chaucer or certain other designated courses. English S203 listed below is the only course meeting this specific requirement that is offered this summer.)

S1. English Composition.—3 s.h.

MR. WARD

S2. English Poetry.—3 s.h.

MR. SUGDEN

S51. English Composition.—(Open only to those who have credit for S1.) **3 s.h.**

MR. A. C. JORDAN

S63. A Survey of English Poetry.—3 s.h.

MR. PATTON

S64. A Survey of English Poetry.—3 s.h.

MR. PATTON

S108. Journalism.—3 s.h.

MR. SUGDEN

S121. Play Production.—3 s.h.

MR. WEST

S123. Shakespeare.—3 s.h.

MR. F. K. MITCHELL

S124. Shakespeare.—3 s.h.

MR. F. K. MITCHELL

(Open only to students who are enrolled in S123 or who have had an introductory course in Shakespeare.)

S137. American Literature.—3 s.h.

MR. C. R. ANDERSON

S138. American Literature.—3 s.h.

MR. C. R. ANDERSON

S139. The Speaking Voice.—3 s.h.

MR. WEST

S142. The Teaching of High-School English.—3 s.h.

MR. A. C. JORDAN

S147. American Literature Since 1900.—3 s.h.

MR. HURLEY

S148. American Novel Since 1860.—3 s.h.

MR. HURLEY

S151. Public Speaking.—3 s.h.

MR. HERRING

S203. Chaucer.—3 s.h.

MR. BAUGH

S204. Chaucerian Problems.—3 s.h.

MR. BAUGH

S211A. English Prose from Lyly to Dryden.—3 s.h.

MR. HARRISON

S212A. English Verse Between Spenser and Milton.—3 s.h.

MR. HARRISON

S215. Elizabethan Drama.—3 s.h.

MR. GILBERT

S219. English Prose and Poetry, 1700-1780.—(This course includes a survey of 220 as given during the regular year and is therefore not open to students who have completed either 219 or 220.) **3 s.h.**

MR. BOND

S221. English Drama, 1660-1780.—3 s.h.

MR. WARD

S226. Special Studies in Victorian Literature: The Novel.—3 s.h.

MR. GREENE

S228. Literary Criticism Since 1700.—3 s.h.

MR. GILBERT

S257. American Novel Prior to 1860.—3 s.h.

MR. LEISY

S304. Special Studies in American Authors: Poe.—3 s.h.

MR. LEISY

S319. Seminar in English Literature, 1700-1780.—Open by permission of the instructor to students who are enrolled in S219 or have had other qualifying work. Primarily for students desiring to write Master's theses. **3 s.h.**

MR. BOND

S329. Seminar in Seventeenth-Century English Literature.

MR. GILBERT AND MR. HARRISON

FINE ARTS

S63. History of Architecture.—3 s.h.

MISS HALL

S105. Architecture of the Americas.—3 s.h.

MISS HALL

FRENCH

S1. Elementary French.—3 s.h.

MISS RAYMOND

S2. Elementary French.—3 s.h.

MISS RAYMOND

S51. Introduction to French Literature..—3 s.h.

MR. BRIDGERS

S52. Introduction to French Literature.3 s.h.

MR. BRIDGERS

S219. Old French.—3 s.h.

MR. COWPER

S222. Nineteenth-Century French Poetry.—3 s.h.

MR. WALTON

S228. Survey of French Poetry, 1400 to 1850.—3 s.h.

MR. COWPER

S328. Anatole France.—3 s.h.

MR. WALTON

S340X. Thesis Seminar.—*Residence credit only.*

MR. B. R. JORDAN

GERMAN

S1. Elementary German.—3 s.h.

MR. MAXWELL

S2. Elementary German.—3 s.h.

MR. MAXWELL

S3. Intermediate German.—3 s.h.

MR. F. E. WILSON

S4. Intermediate German.—3 s.h.

MR. F. E. WILSON

S109. German Prose Fiction.—3 s.h.

MR. KRUMMEL

S110. German Prose Fiction.—3 s.h.

MR. KRUMMEL

GOVERNMENT

See courses listed under Political Science.

HISTORY

S91. American History to 1828.—3 s.h.

MR. MABRY

S92. American History, 1828-1876.—3 s.h.

MR. MABRY

S101. Development of Western European Civilization to About 800 A. D.—3 s.h.

MR. MANCHESTER

S102. Development of Western European Civilization from 800 to 1500 A. D.—3 s.h.

MR. MANCHESTER

S208. Studies in the Social History of the United States.—3 s.h.

MR. SHRYOCK

S213. Recent History of the United States, 1890.—3 s.h.

MR. CALLCOTT

S217. Europe, 1870-1914.—3 s.h.

MR. WEDEL

S218. Europe Since 1914.—3 s.h.

MR. WEDEL

S221. The Age of the Renaissance.—3 s.h.

MR. EELLS

S225. The Age of the Reformation.—3 s.h.

MR. EELLS

S226. The South in Federal Politics, 1789-1860.—3 s.h.

MR. SYDNOR

S227. English Constitutional History Since 1688.—3 s.h.

MR. MORGAN

S228. British Foreign Policy Since 1688.—3 s.h.

MR. MORGAN

S232. The Hispanic-American Republics.—3 s.h.

MR. LANNING

S237. Social and Intellectual Development of the Old South.—3 s.h.

MR. SYDNOR

S306X. Thesis Seminar in Southern History.—*Residence credit only.*

MR. BOYD

S308. Seminar: Social History of the United States.—(Open to students taking S208 or equivalent.) **3 s.h.**

MR. SHRYOCK

S315. Seminar in Southern History.—3 or 6 s.h.

MR. BOYD

S321. Studies in the Diplomatic History of the United States.—3 s.h.

MR. CALLCOTT

S332. Seminar in Spanish-American Republics.—Prerequisite, S232 or equivalent. **3 s.h.**

MR. LANNING

LATIN

Attention is called to the seminar Latin S361 (**3 s.h.**), offered below. If demand is sufficient, this will be concluded (S362, **3 s.h.**) in 1936. Candidates for the Master's degree are required to complete a seminar of six semester-hours, and are advised to fulfil this requirement early in their course of study.

S219. Teachers' Course in Materials and Methods.—3 s.h.

MR. A. R. ANDERSON

S300X. Thesis Seminar.—3 s.h. *Residence credit only.*

MR. ROSBOROUGH

S361. Seminar in the Satires and Epistles of Horace.—3 s.h.

MR. A. R. ANDERSON

MATHEMATICS

S3. Elementary Mathematical Analysis.—3 s.h.

MR. DRESSEL

S4. Elementary Mathematical Analysis.—3 s.h.

MR. DRESSEL

S55. Differential Calculus.—3 s.h.

MR. K. B. PATTERSON

[Not offered unless as many as twelve students enroll.]

S100. Integral Calculus.—3 s.h.

MR. K. B. PATTERSON

[Not offered unless as many as ten students enroll.]

S201. History of Mathematics.—3 s.h.

MR. W. W. RANKIN

S204. The Teaching of Mathematics.—3 s.h.

MR. W. W. RANKIN

S225. Theory of Equations and Determinants.—3 s.h.

MR. K. B. PATTERSON

S235. Modern Higher Algebra.—Prerequisite: S55. **3 s.h.**

MISS DALE

S239. Advanced Calculus.—Prerequisite: S100. **3 s.h.**

MR. ELLIOTT

S240. Advanced Calculus.—Prerequisite: S239. **3 s.h.**

MR. MILES

S252. Non-Euclidean Geometry.—Prerequisite: S100. **3 s.h.**

MR. ROBERTS

S255. Projective Geometry.—Prerequisite: S55. **3 s.h.**

MR. MILES

S270. Topology.—Prerequisite: S239. **3 s.h.**

MR. ROBERTS

S284. Vector Analysis.—Prerequisite: S100. **3 s.h.**

MR. ELLIOTT

S300-301X. Seminar.—*Residence credit only.*

STAFF

S336. Infinite Series.—Prerequisite: 239-240. **3 s.h.**

MISS DALE

POLITICAL SCIENCE

S101. American Government and Politics.—3 s.h.

MR. N. P. MITCHELL

S102. State and Local Government in the United States.—3 s.h.

MR. N. P. MITCHELL

S125. American Political Parties and Practical Politics.—3 s.h.

MR. N. P. MITCHELL

S207. American Constitutional Law and Theory.—3 s.h.

MR. C. P. PATTERSON

S227. International Law and International Organization.—3 s.h.

MR. R. R. WILSON

S293. National Administration.—3 s.h.

MR. C. P. PATTERSON

S308. Seminar in State Government.—3 or 6 s.h.

MR. R. S. RANKIN

S328. Seminar in International Law.—3 s.h.

MR. R. R. WILSON

PSYCHOLOGY

S201. Social Psychology.—3 s.h.

MR. ADAMS

S210. Physiological Psychology.— 3 s.h.

MR. ZENER

S217. Gestalt Theory.—3 s.h.

MR. ADAMS

S219. History of Psychology.—3 s.h.

MR. ZENER

RELIGION

S51. The History of the Hebrew People.—3 s.h.

MR. ORMOND

S281. The Nature and Early Development of Religion.—3 s.h.

MR. CANNON

S286. The Religions of India.—3 s.h.

MR. CANNON

S364. Modern American Religious Thought.—3 s.h.

MR. H. S. SMITH

S365. Character Education and the State.—3 s.h.

MR. H. S. SMITH

SOCIOLOGY

S205. Social Pathology.—3 s.h.

MR. JENSEN

S216. Urban Sociology.—3 s.h.

MR. JENSEN

SPANISH

S1. Elementary Spanish.

S2. Elementary Spanish.

S3. Intermediate Spanish.—3 s.h.

MR. DAVIS

S4. Intermediate Spanish.—3 s.h.

MR. DAVIS

S261. Modern Spanish Novel.—3 s.h.

MR. LUNDEBERG

S262. Modern Spanish Novel.—3 s.h.

MR. LUNDEBERG

ZOOLOGY

Students who complete Masters' theses in Zoölogy after June 1, 1934, are expected to have credit for at least one seminar such as course S355a listed below.

S1. General Zoölogy.—4 s.h.

MR. I. E. GRAY AND MR. BOOKHOUT

S2. Animal Biology.—Prerequisite: S1. **4 s.h.**

MR. I. E. GRAY AND MR. BOOKHOUT

S228. Endocrinology.—5 s.h.

MR. CUNNINGHAM

S276. Zoölogical Laboratory and Field Methods.—6 s.h.

MR. HOPKINS

S353. Research.—With the consent of the instructor students who have had proper training may carry on research under the direction of members of the faculty. *Credit to be arranged.*

STAFF

S355a. Seminar.—1 s.h.

MR. CUNNINGHAM

SUPPLEMENTARY COURSES

Economics S254. Industrial Relations.—3 s.h.

MR. SPENGLER

Education S234. Secondary School Organization and Administration.—3 s.h.
MR. HIGHSMITH *(second section)*

Education S333. Problems of High School Supervision.—3 s.h.
MR. HIGHSMITH *(second section)*
MR. J. M. GWYNN *(third section)*

Education S343. State and County School Administration.—3 s.h.
MR. P. H. GWYNN *(two sections)*

Education S205. Curriculum Problems in Secondary Education.—3 s.h.
MR. CHILDS *(first section)*
MR. J. M. GWYNN *(second section)*

Education S61. Introduction to Teaching.—3 s.h.

MISS MARKS

Education S68. Mental Hygiene of the School Child.—3 s.h.
MISS GARDNER AND MR. AGNEW *(second term)*

Education S103. School Organization and Administration for the Classroom Teacher.
MR. HARTON *(first term)*
MISS CHERRY *(second term)*

Education S127. Teaching of Arithmetic in the Grammar Grades.—2 s.h.
MRS. PORTER AND MR. AGNEW *(second term)*

Education S182. Curriculum and Materials of the Elementary Grades.—3 s.h.
MR. HARTON

Education S192. Materials and Methods in the Primary Grades.—3 s.h.
MISS CHERRY *(second term)*

Education S193. Studies in Reading.—3 s.h.

MR. GODARD

English S147. American Literature Since 1900.—3 s.h.
MR. JARRELL *(second term)*

English S148. American Novel Since 1860.—3 s.h.
MR. JARRELL *(second term)*

English S195. Elizabethan Drama.—3 s.h.
MR. WARD

English S225. Special Studies in Victorian Literature: Tennyson.—3s.h.
MR. GREENE

English S258. American Novel Since 1860.—3 s.h.
MR. HURLEY

French S3. Intermediate French.—3 s.h.
MR. QUYNN

French S4. Intermediate French.—3 s.h.
MR. B. R. JORDAN

History S92. American History, 1828-1876.—3 s.h.
MR. WOODY *(second term)*

History S193. Recent American History—3 s.h.
MR. LEFLER *(first term)*
MR. WOODY *(second term)*

History S194. North Carolina History Prior to 1860.—3 s.h.
MR. LEFLER

Political Science S101. American Government and Politics.—3 s.h.
MR. SIMPSON *(second section)*

Political Science S102. State and Local Government in the United States.—3 s.h.
MR. HAGAN

Sociology S101. Introduction to Sociology.—3 s.h.
MR. ROOT

Sociology S195. Social Pathology.—3 s.h.
MR. ROOT

Zoölogy S225. Field Zoölogy.—3 s.h.
MR. GRAY

JUNALUSKA SUMMER SCHOOL, Inc.

(Affiliated with Duke University)

and

JUNALUSKA SCHOOL OF RELIGION

Lake Junaluska, N. C.

PAUL NEFF GARBER, A.B., A.M., Ph.D.,

Director of the Summer School

INSTRUCTORS

AGNEW, DONALD CHARLES; A.B., Park College; A.M., Duke; Duke, 1932-33, 1934-35; Education (Duke University).

ANDERSON, LEWIS EDWARD; B.S., Mississippi State; A.M., Duke; University of Pennsylvania, 1933-35; Assistant in Field Botany (University of Pennsylvania).

CLARK, ELMER TALMAGE; A.B., Birmingham-Southern; A.M., George Peabody College; B.D., S.T.D., Temple University; LL.D., Southern College; Religion (Assistant Secretary, Board of Missions, Methodist Episcopal Church, South).

FITZGERALD, WILLIAM STONE; A.B., Vanderbilt; A.M., Harvard; Duke, 1934-35; English (Duke University).

GARBER, PAUL NEFF; A.B., Bridgewater; A.M., Ph.D., University of Pennsylvania; Religion (Duke University).

KEECH, JAMES MAYNARD; A.B., A.M., Duke; Duke, 1930-34; Economics (Duke University).

McEWEN, NOBLE RALPH; A.B., Birmingham-Southern; A.M., Duke; Duke, 1930-32; Education (Salem College).

McLARTY, FURMAN GORDON; A.B., Duke; B.A., Oxford; A.M., Harvard; Philosophy (Duke University).

MYERS, HIRAM EARL; A.B., Duke; S.T.B., S.T.M., Boston University; Religion (Duke University).

NILSON, LAWRENCE GEORGE; Music (Director of Music, Atlanta Public Schools, and Director-General of Atlanta Philharmonic Society).

OOSTING, HENRY JOHN; A.B., Hope College; M.S., Michigan State; Ph.D., Minnesota University; FIELD BOTANY (Duke University).

ROWE, GILBERT THEODORE; A.B., D.D., Litt.D., Duke; S.T.D., Temple University; RELIGION (Duke University).

SPENCE, HERSEY EVERETT; A.B., A.M., B.D., Duke; RELIGION (Duke University).

STEWART, MARY ALICE LEATH; B.S., Georgia State College for Women; M.Ed., Duke; DRAWING (President of Art Teachers' Association of North Carolina Education Association).

BUSINESS MANAGER

JAMES R. BOYD,
Waynesville, North Carolina.

REGISTRATION

All applicants for admission must have completed a high school course. As evidence of this, a teacher's certificate of grade as high as North Carolina State elementary will be accepted from teachers with two or more years of experience. Certificates of high school graduation and other credentials should be submitted to the Director at the time of registration.

JUNALUSKA SCHOOL OF RELIGION

The eighth session of the Junaluska School of Religion, which is conducted under the joint management of Duke University and the Board of Christian Education with the coöperation of the Board of Missions and other boards of the Methodist Episcopal Church, South, will be conducted as the Department of Religion in the Junaluska Summer School for the summer of 1935, its opening and closing dates being the same as for the other departments. In addition to the undergraduate credits offered by the other departments, Junaluska School of Religion will offer credits counting toward the B.D. degree. The work in Religion is designed for pastors, church workers, missionaries, and students who desire to fit themselves the better for their work or to obtain credits looking toward the securing of university degrees.

COURSES OFFERED

Professional courses are offered for teachers in elementary schools, teachers of primary grades and of grammar grades, and teachers of high school subjects, for freshmen and sophomore students in colleges and for students desiring somewhat more advanced work in the field of religion.

For qualified college students, instruction will be offered in botany, economics, education, English, philosophy, and religion. Credit is allowed toward the A.B. degree at Duke University for these courses, credit toward the A.M. degree for the course in field botany, and credit toward the B.D. degree for the advanced courses in religion.

COURSES IN FIELD BOTANY

Special courses in field botany will be offered to public school teachers of nature study, high school teachers of botany and biology, and to qualified college students.

ROOM AND BOARD

The hotels and lodging places on the Junaluska Assembly Grounds at Lake Junaluska have guaranteed summer school students board and room at the special rate of $7.50 per week, with bed-linen furnished. Room and board may be obtained by a limited number of applicants in the Mission Building, the summer school headquarters, at a slightly higher rate. Further information relative to board and room may be obtained by addressing J. R. Boyd, Business Manager, Waynesville, North Carolina, or James Atkins, Jr., The Junaluska Assembly, Lake Junaluska, N. C.

FEES AND EXPENSES

Tuition charge for college students other than teachers is $10.00. Teachers are exempt from tuition, as are also ministerial students who register in the Junaluska School of Religion. Expenses may therefore be estimated by teachers and School of Religion students as follows:

Registration	$20.00
Room and Board	45.00
Library and Recreation Fee	2.00
	$67.00

To this should be added about $5.00 for books and probably $5.00 for miscellaneous expenses, besides the tuition charge for students other than teachers. Since Haywood County contributes toward the registration fees of its teachers, Haywood County teachers pay only eight dollars of the total registration fee.

FURNISHED COTTAGES

There are available for rent during the summer season several desirable private cottages within a few minutes' walk of the summer school.

COURSES OF INSTRUCTION

(*Note.* In the description of courses the following abbreviations occur: *Period A* means that the course comes the first eighty minutes daily, beginning at 8:15; *Period B* means that the course comes at the eighty-minute period beginning at 9:45; *Period D* means that the course meets an eighty-minute period daily, beginning at 11:45. All courses carry three semester-hours' credit unless otherwise specified.)

BOTANY

S52. Introductory Field Botany.

MR. ANDERSON

S192. Bryophytes.—Prerequisite: 3 semester-hours in Field Botany. **2 s.h.**

MR. ANDERSON

S225. Field Botany.—*Credit,* **4 or 6 s.h.** *for A.B. or A.M. degree.*

MR. OOSTING

S226. Special Problems.—*Credit,* **2 to 6 s.h.** *for A.B. or A.M. degree.*

MR. OOSTING

ECONOMICS

S51. Principles of Economics.—

MR. KEECH

S116. Economic Geography and Industrial Organization.

MR. KEECH

EDUCATION

S52. Materials and Methods in Nature Study.

MR. ANDERSON

S58. The Learning Process.—2 s.h.

MR. MCEWEN

S68. Mental Hygiene of the School Child.—2 s.h.

MR. AGNEW

S103. School Organization and Administration for the Classroom Teacher.—2 s.h.

MR. AGNEW

S121. Grammar Grade Methods in Reading and Language.—2 s.h.

MR. AGNEW

S142. Children's Literature: Primary Section.—2 s.h.

MR. MCEWEN

S167. Teaching of Social Studies in Grammar Grades.—2 s.h.

MR. MCEWEN

A. Public School Drawing.—*3 points professional credit only.*

MRS. STEWART

B. Industrial Art in the Public School.—*3 points professional credit only.*

MRS. STEWART

C. Public School Music.—*2 points professional credit only.*

MR. NILSON

ENGLISH

S55. Prose Masterpieces.

MR. FITZGERALD

S60. Contemporary Literature.

MR. FITZGERALD

PHILOSOPHY

S98. Introduction to Ethics.

MR. MCLARTY

S101. Introduction to Philosophy.

MR. MCLARTY

RELIGION

FOR SENIORS AND GRADUATES

S212. New Testament Theology.

MR. ROWE

S227. Current Christian Theology.

MR. ROWE

S234. The Church in America: the National Period.

MR. GARBER

S241. Homiletics.

MR. MYERS

S265. Religious Drama.

MR. SPENCE

FOR UNDERGRADUATES ONLY

S104. The History and Religion of the Jews to the Roman Period.
MR. MYERS

S170. Masterpieces of Great Religious Literature.
MR. SPENCE

S181. Modern Christian World Problems.
MR. CLARK

DUKE UNIVERSITY

DEGREES AND HONORS CONFERRED
(1934)

ROLL OF STUDENTS
(1934-1935)

Trinity College

The Woman's College

The Graduate School of Arts and Sciences

The School of Law

The School of Medicine

The School of Nursing

The School of Religion

DEGREES AND HONORS CONFERRED
(1934)

A. B. DEGREE

Abbott, Kenneth Gee
Abraham, James Edgar
Adams, Evelyn Womack
Allen, Frank Brown
Baird, Thomas Frederic
Baldwin, Mary Grace
Bane, John Charles
Barnes, Annette
Beebe, David Mercer
Begg, Ethel Isabel
Bennett, Ruth
Berlin, Cicely
Bernardo, James Vincent
Bird, Robert Macbeth
Black, Kyle Emerson
Boardman, Elbridge Henry
Boone, Sidney Grant
Boreman, John G.
Bosley, Stewart
Boyd, Elizabeth Norwood
*Boyd, Robert Edwin
Boyles, Clyde Franklin
Brackbill, Albert Landis
Brister, Wilbur Lee
Britton, Marguerite
Brooks, Carolyn
Brooks, Mary Katherine
Brownlee, John Hubert
*Bryan, Belton O'Neal
Bryan, Lucile
Bunch, Charles Pardue
*Burgess, Sherman Everett
*Butler, Robert Turner
*Byrd, William Talmage
Byrn, Emily Catherine
Cain, Dorothy
*Campbell, Willis
Canipe, Walter Grigg
Carlson, Gustaf Alfred, Jr.
Carothers, LoDema
Carter, Louise
Carver, Beatrice Marie
Cash, Rosanelle
Chase, Helen Elizabeth
Cheatham, Elizabeth
Cheely, James B.
Childs, Hermine Elaine
Clark, Marjorie Belle
*Clark, Virginia
*Conant, Susie Poole
Connelly, Lillie Mae
*Cook, Ralph Harrison
*Cooke, Emma Ellen
Corell, Paul Frederick
Correll, Donovan Stewart
Cox, Helen May
Cox, John Benjamin, Jr.
Cox, Robert Calvin
Craven, Eli Baxter, Jr.
*Craver, Clara Lucille
Crowley, Cameron Joseph
Culbreth, Sarah Elizabeth
Dalton, Robert
Daniel, Helen Garrett
Dawson, LaVerne
Day, William Franklin
Decker, Arthur Gilbert
Derrick, Charles Campbell
Dikeman, Helen Grace
Dillon, Virginia
Dorsett, Lewis Howard
Douglas, Dorothy
Douglass, Elinor Marie
Dowling, Charline Keith
Duke, Amy
Dunston, Charles Jordan
DuPuy, Samuel Stuart
*Duttera, Wayne Bradford
Edwards, Margaret Sangster
Efird, Laura Christine
Elliott, Agnes LeGrand
Ershler, Arthur Manual

* Degree conferred *in absentia.*

Ewing, Elinor Crawford
Faris, Clinton Morehead
Feldman, Clare Weaver
Field, Rosamond Crawford
Fiser, Rob Vernon
Fleming, Catherine Frances
Foster, Clarence Turner
*Fretwell, Sam J.
Galo, Albert Andrew
Ganz, Louis Allen
Gardner, Eugenia
Garrard, Nellie Gertrude
Garren, Kenneth Howard
Garris, Doris Lynn
Gearhart, William Mellinger
*Gecenok, Morris
Geise, Florence Geraldine
Gerkens, Frederick William
Getzendanner, Joseph Winton, Jr.
Gibson, James Edwin
Givens, John Willam
Glass, Mary Jo
Gorton, Charles Worthington
Goude, Aubrey Goss
Grant, Nicholas Warnum
Green, Doris Hawthorne
Gregg, Guy Kingsbury
Gregory, Claiborne Barksdale
Griffin, Janet Elliott
*Hahn, Philip Vocke
Hall, Edgar M., Jr.
Hall, Ruth Randolph
Hamrick, John Martin
*Harper, Marie
*Head, Martha Alice
Heidelberg, Dan Hawkins
Helms, Grady Thomas
*Herbert, Russell Conrad
Herrick, Edward Franch
Hicks, Elizabeth Hugh
Hicks, Robert Denmark
Hilton, Homer, Jr.
Holmes, Mary Bynum
Holt, Jeanne Mercedes Virginia
Honeycutt, Allison Wilson
Horne, Mary Louise
Hosea, Rufus Haywood
*Hunt, Willie Hayne
Hyde, Arnout Cannon
Ingram, Eloise Wooders
Jackson, Marion Hope
Jagger, Henry Halsey
Jansen, Mary Elizabeth
Johnston, Charlotte Eleanor
*Jones, George Newton Walters
Jones, Myrtle Ruth
Josten, Thomas Hadley
*Junkin, John Edward
Katz, Ann Helen
Keith, John Caddell
Kennedy, Mildred Jacquelin
Kent, Raymond Lombard
Kepnes, Harold Arthur
Kern, Margaret Virginia
Kerson, Nathan Aaron
Kinter, Bernard Prugh
Kirkman, Dorothy Gurley
Knight, Betty
Koenig, Henry Adolph, Jr.
Kohler, Richard Edward
Lackey, Mary Stuart
Lamar, George Holt, Jr.
Lamm, Porter Plummer
Lawson, Anna Brown
Lawver, George Truesdell
*Leary, Dorothy Cornell
Lee, Martin
Lillaston, John Bacon
Long, John Cordner, Jr.
Love, Cornelia Clegg
*Love, Edna Haynes
Love, Mary Harvey
Lucas, Basil Harold, Jr.
Lybrook, William Reynolds
Lynch, George Ernest, Jr.
Lyon, Emma Frances
MacDonald, Harry John
McCoy, Margaret E.
McCracken, Joseph Pickett
McCrudden, Jessie Ruth
McIntosh, Ella Carolyn
McKinney, Mildred Lucille
Mann, Caroline
Manter, Mabel Rhodes, Jr.

* Degree conferred *in absentia.*

Markham, Eleanor Mallory
Means, Albert Bleckley, Jr.
Miller, Edith Trussell
Miller, Emaly Pemberton
Miller, Murray Augustine
Montgomery, Mary Frances
Moore, Alvin O'Brien
Moore, DeArmond
Moore, Ollie Belle
*Moorfield, Nellie
Morali, Helène Olympe
Morefield, Robert Lee
Morrison, Martha Ione
Morse, William Jordan
Morton, Frances Merritt
Mosenson, William Lawrence
Mustard, James Abram, Jr.
Nachamson, Ethel Pearl
Newsom, M. Eugene, Jr.
Norwood, Elizabeth Bethune
Nutt, James Freeman
O'Connor, Dennis Leo, Jr.
Onisko, Vincent John
Owen, Jack Alvin
Parkhurst, Mary
*Patten, Lawrence
Paylor, Sara Clay
*Peake, James R., Jr.
Peckham, John Walk
Phillips, Clarence Eugene, Jr.
Phipps, Ruth
Physioc, Martha Andre
Powe, Catherine Tate
Pratt, Ellis Carl
Rankin, Charles Wesley
Ray, Leonard John
Rebman, Annie Kate
Reid, Margaret Lucille
Ricks, George Harris
*Ripley, Wilder Harding
Robertson, Anne Elle
Robinson, Pauline
Robinson, Sara Sue
Rogers, Lola Marler
Rose, Bernice Elsie
Ross, Ira Stanley
Rossiter, Harry Sayen, Jr.
*Roth, Ralph Raymond
Rowe, Frances Turner
Ryan, John Austin
Sandell, Stanley Carl
Sapp, Robert Wall
Saylor, Edwin Neil
Schaffer, John Cornell
Schnure, Howard Hopkins
Schock, Carl Frederick
Scoville, Warren Candler
Searight, Alice B.
Serfas, Catherine Fabel
Settlemyer, Claude Harold
Shackford, Joseph Temple
Sheppard, Susan
Sides, Leroy
Singletary, Mildred Catherine
Sink, Mary Isabelle
*Sippel, John Parker
*Slack, Embree Maxine
Smith, Burke McGuire
Smith, Edna Marie
Sneeden, Mary Steele
Snyder, George Edmund
Stabler, Annie Chambers
Starratt, Andrew Wilbur, Jr.
Steele, Mary Elizabeth
Stevens, Melvin Davis
*Stevenson, Matthew Bradley
Stith, Frank Albert
Stratton, Marion Esten
Strowd, Peggy Anne
Sullivan, Jake W., Jr.
Taft, Edmond Hoover
Talley, John Riley
Tatum, Elizabeth Burton
Taylor, Mildred J.
Taylor, Sara Katherine
*Teague, Hillery Burton
Thomas, Horace Gause
Thrift, Laura Nell
Tilley, Charles Johnson, Jr.
Tillotson, Virginia Lee
Trent, Josiah Charles
Troxler, Eulyss Robert
Tudor, Frances Elizabeth
Tunnell, Ross Augustus, Jr.

* Degree conferred *in absentia.*

Turner, May Frances
Umstead, Charlotte Frances
Upchurch, Murray Holmes
Van Antwerp, Richard E.
Vanhoy, Joe Milton
Voigt, Margie Elizabeth
Walker, Augusta Alice
Wannamaker, Harriet Foote
Watson, George Archibald, Jr.
Weatherspoon, Mary Virginia
Weaver, Philip Johnson
Welles, Doris Alden
Welles, Warner Lee
Whisnant, Hope Spencer
White, Allen Storey
White, Carolyn Carter
Wikingstad, Walter Knut
Wilcox, Ward Manley
Wilhelm, Charles Leo
Williams, Glenn Davis
Willingham, Pauline Dargan
Willis, Harry Clay
Wilson, Elizabeth Caldwell Rankin
Wilson, Jane Bliss
Wilson, John McMillan
Winn, Paul Rutherford
Winslow, Marcia Elizabeth
Wood, Robert Lewis
Woods, Hubert Taylor
Wooten, Alice Yates
Wright, John D.
Wyatt, Helen Lockwood
Wyvell, Dorothy Bryan
Zeren, Joseph John

B.S. DEGREE

Beamer, Celestine Marie
Burling, Edwin Godfrey
Clement, Hanes
Farrington, Joseph Allison Jackson, Jr.
Hopkins, John Isaac
Humphreys, Charles Raymond
Newbern, Walter Relfe
*Owen, Henry Blumer
Thornhill, Edwin Hale
Wilson, Robert North, Jr.

In Engineering

Apple, William Elisha
Atkinson, Harold Witherspoon
Batson, Arthur William
Bird, John Macbeth
Bleuit, Frederick Storey
Bryce, John
Coffman, Guy Middleton
Dilworth, George Franklin
Drummond, David Donald
Finger, Thomas Leonidas
Jackson, Thirston Henry, Jr.
Kadie, Frank Rolf
Marcks, Carl Arthur
Markham, Thomas Carl, Jr.
Maxson, Joseph Bailey
Neu, Frederick Wilson
Nixon, Edward Adamson
Otis, James Orin, Jr.
Pease, Edson Morgan Davies
Pettigrew, James Alexander
Scott, Hoyle Utley
Sharpless, John Harold
Skinner, Alton, Jr.
Southerland, Oswell Proctor
Townley, Julian Gordon
Wonsidler, Willis R.

In Medicine

Devine, John William, Jr.
Joyner, Austin Louis
Kennon, Beverley Randolph, III
Marion, Donald Feige
*Robinson, Frank Hurd, Jr.

* Degree conferred *in absentia.*

M.A. DEGREE

Askew, William Clarence
Ball, Ruth Stella
*Beall, Virginia McLean
*Beavers, Hallie
Brandt, Bartholomew Brandner
Bull, Virginia Anne
Cheney, Sarah Anne
Dale, William Pratt, II
Demouy, Alexina Anderson
Dowler, Clare
Dunlap, Orell Alva
*Francis, Luther Edgar
Galloway, Charles Betts
Garner, Samuel Paul
Girvan, Margaret Leah
Glasson, Mary Embry
Glick, Rudolph Alfred
Goolsby, Owen Lee
Grogan, Kermit Lee
Harrison, Charles William
Harwell, George Corbin
*Herndon, Clyde
Hobbs, Marcus Edwin
Ivey, Mary Stuart
Jones, Ethel Hughes
*Jongbloet, Louis Alphonse
*Karlsson, Yrjö Leinen Nikolai
Kates, Kenneth Casper
*Knotts, Zelotes Rufus
*LeRoy, Hester Franklin
McCloy, Minnie Lee Fagan
*Massey, Winston Louis
Mattison, James Barmore
Mumford, Carey Gardner
Peterson, Daniel McLeod
Reese, Ethel Louise Merritt
*Roberts, Daisy Mae
Rolston, Cornelia Love
Rose, Jesse Lee
Sadler, George Marion, Jr.
*Tollen, William B.
Tongue, William Richard
Trawick, Mary Louisa
Wallace, Julian Howard
Walton, Leslie Hughes
Warren, Marion
Williams, Bettie Neal
Witt, Catherine
*Zirkle, George

M.ED. DEGREE

*Bateman, Eva Mae
*Mellard, Hervie Harold
*Shields, James Montgomery
Spikes, Louis Everett
Stowe, David Henry
*Swaringen, Roy Archibald
Waite, Alexander

B.D. DEGREE

Adkins, Alfred Carl
Barbee, Carl Webster
Blakemore, John Haywood
Boggs, Clyde Stewart
Budd, Warren Candler
Crook, William Estes
Harrison, Russell Sage
*Hix, Clarence Eugene, Jr.
*Huffman, Esther Wright
*Jackson, Fynes Berty
Justus, John Henry
Lee, John David, Jr.
Matheny, Rolla John
McLarty, Emmett Kennedy, Jr.
Moyer, George Samuel
Nicholson, Waller Staples
*Pearce, Hubert Edward, Jr.
Poole, Wiley Gordon
Shewbert, John Edward, Jr.
Spell, Herbert Lee
*Stokes, James Carlisle
Swackhamer, Thomas Cecil
Tarver, David Franklin
Tuttle, Robert Gregory
Twitchell, Herman Martell
Weldon, Wilson Osbourne
Wiley, Edward Emerson

* Degree conferred *in absentia.*

LL.B. DEGREE

Armfield, Joseph Henry, Jr.
Book, Abraham Benjamin
Bowie, Thomas Contee, Jr.
Cleveland, Green Harp
Cotton, Albert Henry
Dewicki, John A.
Finley, Robert Corpening
Haworth, Byron Allen
*Johnston, Walter Eugene, Jr.
Mason, William Alexander
Maxwell, Robert Wallace
Miller, Charles Henderson, Jr.
Murphy, Charles Springs
Perrow, Mosby Garland, Jr.
Sanders, Paul Hampton
Seaks, Robert Gilpin
Seigler, Harold Courtenay
Vinson, Edward Robertson
Whitson, Joseph McDowell
Wilson, Samuel Allen

M.D. DEGREE

*Baker, Lenox Dial (12-19-33)†
*Blockson, Berget Henri, Jr. (9-2-33)
Boyce, Oren Douglas (9-2-33)
*Brooks, E. Bruce (9-2-33)
*Burwell, John Cole, Jr. (9-2-33)
Cherry, James Henderson (12-19-33)
Dinin, Benjamin George (9-2-33)
Easley, Eleanor Beamer (3-21-34)
Farmer, William Dempsey (6-6-34)
Fortescue, William Nicholas (6-6-34)
Frazer, William Penn (9-2-33)
Freeman, Gustave (9-2-33)
Godwin, Richard Hobart (6-6-34)
*Graves, Robert Williams (9-2-33)
*Hutchison, Jay L. (12-19-33)
Joyner, Rayburn Nelson (9-2-33)
*Mahl, George Kenneth (3-21-34)
*Margolin, Samuel J. (3-21-34)
*McMillan, Robert Lindsay (9-2-33)
*Mikell, Robert Felton (12-19-33)
*Parker, Edward Frost, Jr. (9-2-33)
Peele, Talmage Lee (6-6-34)
*Plyler, Marion Timothy, Jr. (12-19-33)
Reque, Paul Gerhard (9-2-33)
Roberts, Louis Carroll (9-2-33)
*Rothey, Kenneth Brown (12-19-33)
Smith, Albert Randall (3-21-34)
Strickland, Benjamin Anderson, Jr. (12-19-33)
*Taylor, Waller Littlepage, Jr. (9-2-33)
*Waddell, Myron Cherrington (12-19-33)
Williams, Jarrett Earl (9-2-33)
Wilson, James Raymond (6-6-34)
Wood, Charles Terry (6-6-34)

DIPLOMA IN NURSING

Bradshaw, Julia Jane
Caldwell, Faire
Carson, Bonnie
Cobb, Zula Speight
Cranford, Kathryn Mobley
Dobbins, Louise
Goodman, Eunice Roxana
Gurley, Eilen Louise
Herman, Margaret Rebecca
Herman, Mary Alice
Hines, Margaret Louise
Holleman, Matilda Elizabeth
Johnson, Gretchen
Klein, Frances Maie
Kuykendal, Margaret
McBane, Mary Gladys

* Degree conferred *in absentia*.
† Numbers after names of candidates for M.D. indicate the time when they completed their work at the Medical School.

Miller, Eleanor
Moore, Elizabeth
Sharpe, Annie Hill
Sugg, Norma Earle
Ware, Frances Crossfield
Whitley, Maurine Elizabeth

PH.D. DEGREE

Ashburn, Karl Everett, A.B., A.M., Texas Christian University.
Dissertation: *The Development of Cotton Production in Texas.*

Bookhout, Cazlyn Green, A.B., St. Stephens; M.A., Syracuse University.
Dissertation: *Germ Cells of the Male Guinea Pig.*

Butts, Helen Elizabeth, A.B., A.M., Brown University.
Dissertation: *The Effect of Certain Salts of Sea Water upon Reproduction in the Marine Amoeba,* Flabellula mira *Schaeffer.*

Cagle, William Carl, B.S., University of Chattanooga; M.A., George Peabody.
Dissertation: *The Systems Cadmium Sulfate, Acetic Acid, Water and Cadmium Acetate, Acetic Acid, Water.*

Delaplane, Walter Harold, A.B., A.M., Oberlin.
Dissertation: *The Spanish Peseta Since 1913.*

Fort, William Edwards, Jr., B.S., Georgia School of Technology; A.M., Duke.
Dissertation: *A Philosophical Examination of Some Contemporary Theories of History.*

Gorman, Mary Aylward, A.B., Randolph-Macon Woman's College; A.M., Duke.
Dissertation: *The Dipole Moments of Some Organic Compounds.*

Hanson, Isabel, B.S., M.S., University of Georgia.
Dissertation: *A Study of the Raman Effect in Carbon Dioxide at Different Temperatures.*

Hooker, Charles Wright, A.B., A.M., Duke.
Dissertation: *Studies on the Histo-physiogenesis of the Testis of* Bos Taurus.

Hoole, William Stanley, A.B., A.M., Wofford.
Dissertation: *The Literary and Cultural Background of Charleston, 1830-1860.*

Huberman, Edward, A.B., Harvard; A.M., Rutgers.
Dissertation: *James Shirley's* The Polititian.

Ketring, Ruth Anna, A.B., Earlham; A.M., Duke.
Dissertation: *Clay of Alabama: Two Generations in Politics.*

LeMaistre, John Wesley, B.S.E., M.S., University of Michigan.
Dissertation: *The Removal of Hydrogen Chloride from Ald-Chlorimines.*

Marshall, Helen Edith, A.B., College of Emporia; A.M., University of Chicago.
Dissertation: *Dorothea Lynde Dix: A Forgotten Samaritan.*

Mason, Morton Freeman, B.S., Oregon State Agricultural College.
Dissertation: *The Distribution of Bromide in the Blood, Cerebrospinal Fluid, Urine, Saliva and Gastric Juice in the Dog and Man in the State of Chronic Bromide Intoxication.*

Mitchell, Nichols Pendleton, Jr., A.B., A.M., University of Texas.
Dissertation: *State Interests in American Treaties: A Study in the Making and Substantive Content of Certain International Agreements.*

Morgan, Karl Ziegler, A.B., A.M., University of North Carolina.
Dissertation: *Some Secondary Effects Accompanying the Absorption of Cosmic Radiation.*

Rice, Nolan Ernest, A.B., The University of Kentucky; A.M., Duke.
Dissertation: *The Nutrition of* Flabellula mira *Schaeffer.*

Snuggs, Henry Lawrence, A.B., Wake Forest; A.M., Duke.
Dissertation: *The Humourous Character in English Comedy, 1596-1642, with an outline of a continuation for the years, 1642-1700.*

Sparks, Dade, A.B., East Texas State Teachers College; A.M., University of Texas.
Dissertation: *Central America and Its Diplomatic Relations with the United States, 1860-1893.*

Ward, Charles Eugene, A.B., Baker University; A.M., Duke.
Dissertation: *Dryden's Drama, 1662-1677: A Study in the Native Tradition.*

Wright, Herbert Fletcher, A.B., Nebraska Wesleyan; A.M., University of Cincinnati.
Dissertation: *The Influence of Barriers upon Strength of Motivation.*

HONORARY DEGREES

DOCTOR OF DIVINITY

Paul Bentley Kern — Benjamin Rice Lacy, Jr.

DOCTOR OF LAWS

Howard Bement

HONORS IN THE GRADUATING CLASS

Summa Cum Laude

Scoville, Warren Candler

Magna Cum Laude

Apple, William Elisha
Atkinson, Harold Witherspoon
Beamer, Celestine Marie
Brister, Wilbur Lee
Cash, Rosanelle
Douglass, Elinor Marie
Getzendanner, Joseph Winton, Jr.
Humphreys, Charles Raymond
Ross, Ira Stanley
Sapp, Robert Wall
Taylor, Mildred J.
Tunnell, Ross Augustus, Jr.

HONORS IN DEPARTMENTS

Chemistry—Day, William Franklin; Humphreys, Charles Raymond; Sapp, Robert Wall

Economics—Boyles, Clyde Franklin; Brister, Wilbur Lee; Tunnell, Ross Augustus, Jr.; Zeren, Joseph John

Education—McKinney, Mildred Lucille
English—Douglass, Elinor Marie; Duke, Amy; Taylor, Mildred J.
History—Mosenson, William Lawrence
Physics—Hopkins, John Isaac

SOPHOMORE HONORS

Baker, Mrs. W. M. (Virginia K.)
Bennett, Ruth Anne
Bernstein, Elihu Bernard
Bowman, Ruth
Burford, Albert Lee
Chaffee, Frances
Cruikshank, Ernest
Flebbe, Dorothy
Friemel, Betty
Izard, Margaret
Nusbaum, Herbert Strassburger
Paul, Ernestine
Rhodes, Mary Alice
Robinson, Henry Schroder
Scatetrgood, Eugene Robert
Woltz, Sidney
Woodruff, William Eggleston

FRESHMAN HONORS

Bagley, Marianne
Bistline, James Adams
Blevins, George Coffman
Boyd, Jean
Brach, Earl Tilton
Brown, James Walter, Jr.
Bussell, Wilsie
Cleaveland, Frederic Neill
Collins, Harold Reeves
Culbertson, Martha
Duckett, Sarah
Frantz, Ivan DeRay
Friedlander, Irwin
Izard, Anne
Jackson, Frederick Raymond
Markham, Charlotte
Merrill, Frances
Pohl, Herbert Ackland
Scarborough, Henry Baldwin
Seymour, Dorothy
Shore, Culver Cary
Vail, Charles Rowe
Walter, Clark, Jr.

ROLL OF STUDENTS
(1934-1935)

TRINITY COLLEGE

FRESHMAN CLASS

Adams, Randal Barker	Washington, D. C.
Adcock, Frederick John	Pottsville, Pa.
Alabastor, Robert	Baldwin, N. Y.
Anastor, Herbert Peter	Vineland, N. J.
Anders, Robert R.	Charlotte, N. C.
Anderson, Albert Lewis	Pelham Manor, N. Y.
Anderson, Howard Alrich	Mullins, S. C.
Andrews, Melvin Bushnell	Goldsboro, N. C.
Appell, Leonard Adolphus	Rutland, Vt.
Arnold, Arthur Gorman, Jr.	Martinsburg, W. Va.
Arnold, Robert Hickman	Wilkinsburg, Pa.
Atkins, James Martin	Asheville, N. C.
Ayers, William Carlyle	Salisbury, N. C.
Badgett, Clarence Earl	Mt. Airy, N. C.
Bailey, James Eugene	Fort Wayne, Ind.
Bailey, Robert Howard	Port Washington, N. Y.
Baily, George	Canandaigua, N. Y.
Baldwin, Reuben Lynwood, Jr.	Durham, N. C.
Bane, David Morgan	Uniontown, Pa.
Banks, Arnold Stephen	Newburgh, N. Y.
Barnes, John Irving, Jr.	Clayton, N. C.
Barnett, Hoyt Wilson	Lakeland, Fla.
Barry, Edward Earl, Jr.	Aldan, Pa.
Basore, Douglas Charles	Kenmore, N. Y.
Bassett, Edgar Reese	Scarsdale, N. Y.
Batrus, William John	Altoona, Pa.
Batte, Pryor Hamlin, Jr.	Wilmington, N. C.
Baum, Ralph Ethridge	Kitty Hawk, N. C.
Bayliss, George Richeson	Richmond, Va.
Beals, Vincent Jordan	East Orange, N. J.
Bean, Robert	Louisville, Ky.
Beard, Edward Prescott Abbott	Rockville, Md.
Beatty, Robert Rowe	Charlotte, N. C.
Belding, Gordon	Summitt, N. J.
Beneke, Charles Claus	Wheeling, W. Va.
Bennett, Denver Ray	Gainesville, Ga.
Bennett, John Wesley	Northfield, Mass.
Beyer, Emil Charles	White Plains, N. Y.
Bierstein, Joseph Francis	Harrisburg, Pa.
Bigger, William Parker	Korea, Japan

Bines, Paul Robert	Brookline, Mass.
Black, Robert Hunter	Montclair, N. J.
Blackburn, Edward Starling	Dunn, N. C.
Blackburn, James Knox	Pulaski, Tenn.
Blackburn, Linwood Earl	Fayetteville, N. C.
Blanchard, Irvin Corbell	Portsmouth, Va.
Boatwright, Victor Taliaferro	Portsmouth, Va.
Bodine, William Beekman	Cranford, N. J.
Boger, Paull Bennett	Morgantown, N. C.
Bolte, Henry Ferdinand	Elmhurst, N. Y.
Bolton, Arthur Laidlaw	Pelham, N. Y.
Borland, Thomas	Durham, N. C.
Bounds, James Wilson	Laurel, Del.
Bowen, Daniel John, Jr.	Atlanta, Ga.
Bowers, Henry Franklin	Petersburg, Va.
Bowers, Lawrence Ray	Whiteville, N. C.
Bowman, Thomas Edward	Harrisburg, Pa.
Bowman, William Murphy	Lumberton, N. C.
Boyd, James Clinton	Huntington, W. Va.
Bradford, Harry Roberts	Pine Log, Ga.
Bradsher, Arthur Brown, Jr.	Petersburg, Va.
Bradt, Joseph Reed	York Harbor, Me.
Bransford, Paul Wesley	Anderson, Ind.
Bretz, George Warren	Bethlehem, Pa.
Brinn, William Joseph	Sanford, N. C.
Brown, William Elwood	Newtown, Pa.
Brunan, Joseph Louis	Beaver Falls, Pa.
Brundage, Jesse Powell	Upland, Pa.
Brundage, Oliver Hooper	Upland, Pa.
Buckley, Charles Young	Akron, O.
Buckingham, Walter Harlow	Bradford, Pa.
Burke, Lawrence Albert	Forest Hills, N. Y.
Burns, Arthur Greaves	Upper Darby, Pa.
Burt, Edward Rudd	South Orange, N. J.
Burton, John Carlyle	Wilson, N. C.
Byerly, William Luther, Jr.	Hartsville, S. C.
Bynum, George Taylor	Winston-Salem, N. C.
Caldwell, John Chester	Greensboro, N. C.
Callaghan, Chadwick	Brooklyn, N. Y.
Cameron, Walter B.	New York, N. Y.
Campbell, Isaac Johnston	Clover, S. C.
Caniff, Paul Justin	Chatham, N. J.
Cannon, Edward Clement	Murfreesboro, Tenn.
Cardwell, Joe Thomas	Montgomery, Ala.
Carl, Herbert Alvin	Poughkeepsie, N. Y.
Carl, Joseph Milton	Harrisburg, Pa.
Caroon, William Joseph, Jr.	New Bern, N. C.
Carpenter, John George	Hague, N. Y.

Carpenter, Robert Ruliph Morgan, Jr.	Montchanin, Del.
Carson, William Longworth	Euclid, O.
Cashwell, Edgar Henry	Fayetteville, N. C.
Caskey, Claude Odell	Martinsburg, W. Va.
Cheek, Herbert Nash	Durham, N. C.
Cifers, Edward Clifton	Kingsport, Tenn.
Clagett, Charles Thomas, Jr.	Washington, D. C.
Clapp, Clyde Melville	Baltimore, Md.
Clark, George Warren	Waterloo, N. Y.
Clark, Harry Vincent	Richmond Hill, N. Y.
Clark, Henry Lee	Washington, D. C.
Clark, Morris McCauley	London, Tenn.
Clark, Richard Stephen	Philadelphia, Pa.
Clay, Albert Greene	Mt. Sterling, Ky.
Clement, Robert Alden	Durham, N. C.
Clover, Carl Lee	Knox, Pa.
Coble, Thomas S., Jr.	Durham, N. C.
Cobleigh, Nelson Stevens	White Plains, N. Y.
Coen, Thomas Graham, Jr.	Bay Shore, L. I., N. Y.
Collins, Trela Dempsie, Jr.	Durham, N. C.
Colson, James Thomas	Brunswick, Ga.
Congdon, Howard Standing	Providence, R. I.
Cook, Robert Wiles	Cooperstown, N. Y.
Cooke, Russell Yale	Charlotte, N. C.
Cooper, Harry Altman	Vandergrift, Pa.
Cooper, Robert Frost	Kenosha, Wis.
Cooper, Samuel Arthur	New London, Conn.
Copeland, Alex	Charlotte, N. C.
Copenhaver, Rufus Piere	Tazewell, Va.
Corbett, Horace William	Wilmington, N. C.
Corbett, Waddell Albert	Wilmington, N. C.
Corbitt, Claude Elliot	Sunbury, N. C.
Cosgrove, Walter Arthur	Southampton, N. Y.
Couch, Raymond Benson	Durham, N. C.
Courtney, William Marshall	Charlotte, N. C.
Cousins, James Franklin	Durham, N. C.
Covington, John Walter	Rockingham, N. C.
Cowan, Robert Olin	Lansdale, Pa.
Cox, Nathan	Clarkton, N. C.
Cox, Robert Leighton	Mt. Olive, N. C.
Cozart, David Lester	Raleigh, N. C.
Crannell, Wilbur Harrison, Jr.	Albany, N. Y.
Crawford, Clark Alvin	Elmira Heights, N. Y.
Crawford, Howard Henry	Detroit, Mich.
Crawford, Raymond R.	Germantown, N. Y
Critcher, Roger Anson	Williamston, N. C
Cronk, Fred Yohn, Jr.	Tulsa, Okla.
Culbreth, Marvin Trawick	Durham, N. C.

Cure, Jack Christie	Pine Hill, N. Y.
Curry, Edwin M.	Pt. Pleasant, W. Va.
Curtiss, Gordon Woolwin, Jr.	Atlanta, Ga.
Daniels, Robert Petre	Elizabeth City, N. C.
Darling, Byron Clary	New York, N. Y.
Dator, Frank William	Mahwah, N. J.
Davidson, Forrest Murray	Gibsonville, N. C.
Davies, Ogden Roland	Erie, Pa.
Davis, Fred Payson	Newport, Vt.
Davis, George Byron	Wheeling, W. Va.
Davis, James Cooke	Greenville, Pa.
Davis, William Carson	Collingswood, N. J.
Dean, Lovill	Mt. Airy, N. C.
de Journo, Victor Joseph	Allentown, Pa.
Dennis, Frank Ditmars	Morristown, N. J.
Densberger, Richard Sage	Kenmore, N. Y.
Derr, Paul Franklin	West Hazelton, Pa.
Deupree, William James	Ft. Mitchell, Ky.
di Sabatino, Mauro A.	Wilmington, Del.
Dodd, Donald Rewellian	Allentown, Pa.
Dodd, E. David	Ayden, N. C.
Doniger, Walter John	Passaic, N. J.
Dooley, Richard	Rockville Centre, N. Y.
Dotson, Herman Garrett	Pikeville, Ky.
Dotter, Richard Allin	Freeport, N. Y.
Dowling, Arthur Joseph	Savannah, Ga.
Doyle, Robert Staughton	Washington, D. C.
Drake, Carl Richard	New Rochelle, N. Y.
Dressing, Charles Henry, Jr.	Aspinwall, Pa.
du Bois, Thomas Coles	Eagleville, Pa.
Duke, William Goldsmith	Greenville, S. C.
Durner, John Augustus	Asheville, N. C.
Eakins, Joseph Davis	Evansville, Ind.
Eakin, LeRoy	Washington, D. C.
Earngey, Willard Phelps, Jr.	Rockford, Ill.
Edwards, Bennett Simpson	Durham, N. C.
Edwards, Cleophas Bowden	Nashville, N. C.
Edwards, Fred Charles	Bloomsburg, Pa.
Edwards, James Francis	Oxford, N. C.
Edwards, Linus Matthew	Durham, N. C.
Edwards, Newton Weldon	Chicago, Ill.
Eltinge, William S.	Kingston, N. Y.
Ennis, Hugh Joseph	River Edge, N. J.
Erdwurm, Graham Reid	New York, N. Y.
Evans, David Palmer	Scranton, Pa.
Evans, Drew, Jr.	Morehead, Ky.
Ewer, Nathaniel Trull	Swarthmore, Pa.
Ewing, Nathaniel Du Kate	Vincennes, Ind.

Fager, Joseph Shearer	Camp Hill, Pa.
Fair, David Arthur	Altoona, Pa.
Fairley, Jefferson Melvin	Gulfport, Miss.
Farmer, Willis Graham	Bailey, N. C.
Farnsworth, Theron Albert	Camden, N. Y.
Farrar, Dan Rocco	Youngstown, O.
Farrar, William Baker, Jr.	Summerville, Ga.
Faulkner, Clifford Ross	New York, N. Y.
Feagins, Carroll Spurgeon	Baxley, Ga.
Ferguson, Benjamin Troy, Jr.	Raleigh, N. C.
Ferguson, Richard Edward, Jr.	Clinton, S. C.
Fernalld, Thomas Donald	Norwich, N. Y.
Ferris, H. Alexander	New York, N. Y.
Fickes, William Hiem	Newport, Pa.
Fine, Milton Jerome	Hattiesburg, Miss.
Finn, Thomas Daniel	Shelton, Conn.
Fischer, Charles Henry, Jr.	West Haven, Conn.
Fischer, Walter Leonard	Elizabeth, N. J.
Fitzpatrick, Frank J.	Irvington, N. J.
Fleming, Roy Solloway	Wenonah, N. J.
Flenner, George Boudinot	Bloomfield, N. J.
Fletcher, Albert William	Scarsdale, N. Y.
Floyd, John Lewis	Gasburg, Va.
Foulke, William Theodore	Collamer, Pa.
Frampton, George Thomas	Scarsdale, N. Y.
Franz, Carl Herman, Jr.	Hagerstown, Md.
Fritz, Albert Robert	Brooklyn, N. Y.
Fryer, John Clifford	Richmond, Va.
Funkhouser, Jacob Ott, Jr.	Hagerstown, Md.
Gair, Russell Alexander, Jr.	Norwich, N. Y.
Gale, Elmer Thomas	Clinton, N. C.
Gallaher, Raymond Weatherbee	Flushing, N. Y.
Gannon, Paul Thomas	Glen Rock, N. J.
Garber, Murray Roger	Bradford, Pa.
Gardner, Sam Arnold	Charleston, W. Va.
Garrett, Jack Virgil	High Point, N. C.
Geraci, Salvatore Ugo	Pittsburgh, Pa.
Gerard, Frank Thomas, Jr.	Grenada, Miss.
Germino, Romeo Raymond	Durham, N. C.
Gibson, Gordon Maxwell	Chatham, N. J.
Gillespie, James Stuart, Jr.	Stamford, Conn.
Gillies, Willard Merritt	Melrose, Mass.
Gillis, Philip Hugh	Kearny, N. J.
Glagola, Charles	Rahway, N. J.
Godwin, Condary	Durham, N. C.
Gonder, Lindsay Andrew	Oakland, Md.
Gonder, Richard Johnson	Oakland, Md.
Goodwin, Bruce Lewis	Morehead, N. C.
Gordon, Harold	New York, N. Y.

Gorin, Jeremiah Jacob	Cristobal, Canal Zone
Gould, Robert Kent	Hamburg, N. J.
Graber, Howard Tyler	Detroit, Mich.
Granger, James Sullivan	Buskirk, N. Y.
Graupman, Norman Charles	Walker, N. Y.
Graves, James Endsley	Richmond, Va.
Gray, Willard Allen	Ridley Park, Pa.
Greenawalt, Robert	Harrisburg, Pa.
Greene, Robert Herman	Endicott, N. Y.
Greenfield, Bruce Harold	Philadelphia, Pa.
Greenwood, Porter C.	Waynesville, N. C.
Gregg, William Riley	Deer Park, Md.
Gregory, Shelton Rolfe	Petersburg, Va.
Gregson, Welbourn Louis	Sanford, N. C.
Griffith, James Maurice	Harrisburg, Pa.
Griffiths, William H., Jr.	Great Neck, N. Y.
Groves, Joe Alan	Charleston, W. Va.
Guerin, Frederich Larter	South Orange, N. J.
Gutierrez, Ricardo E.	Merida, Yucatan, Mexico
Haardt, Werner William	Montclair, N. J.
Haas, Richard G.	Youngstown, O.
Hackney, Elmore Howard	Durham, N. C.
Hadley, Otto	Wallkill, N. Y.
Hahn, George Franklin	Mt. Pleasant, N. C.
Hall, Charles Edward	Ashland, Ky.
Hall, Robert Foster	Charleston, W. Va.
Hallock, Charles Benjamin	Nunda, N. Y.
Hammond, William	Selbyville, Del.
Hanes, Lewis Chisman	Pine Hall, N. C.
Hanes, Pleasant Huber, Jr.	Winston-Salem, N. C.
Hansen, William Thomas	Kenosha, Wis.
Hardwicke, Robert Etter	Fort Worth, Texas
Hargett, Legrand Jack	Forrest City, Ark.
Hargrove, Clyde Leon	Burlington, N. C.
Harrell, Haywood Linwood	Rich Square, N. C.
Harris, Hamilton LeCompte, Jr.	Wilmington, Del.
Harris, Joe Frank	Raleigh, N. C.
Hartness, Carlton Whitley	Columbia, S. C.
Hartz, Fred Hans	Bayonne, N. J.
Harvey, George Edwin	Central City, Ky.
Hatcher, Vernay Walter	Winston-Salem, N. C.
Hatcher, William McIver	Winston-Salem, N. C.
Hathaway, George William	Bellaire, O.
Haufler, Robert Cooke	East Orange, N. J.
Hausser, Harry	Scranton, Pa.
Hawes, Stephen James	Charlotte, N. C.
Hawks, Charles Everett	New York, N. Y.
Hayes, Woodrow Wilson	Durham, N. C.
Healey, William James	Bradford, Pa.

Hearn, Everett Bishop	Dover, Del.
Heddesheimer, George H.	Yonkers, N. Y.
Helmken, John Cord, Jr.	Savannah, Ga.
Hench, William Stuart, Jr.	Harrisburg, Pa.
Henderson, Frederick Winston	Bronxville, N. Y.
Hennemier, John	Savannah, Ga.
Hermann, Gayle Louis	Cleveland Heights, O.
Herndon, Fred Jackson	Durham, N. C.
Herring, Benjamin Marshall	Greenville, N. C.
Hess, Robert Eugene	Fairmont, W. Va.
Hewitt, Glenn Edward	Syracuse, N. Y.
Hickey, Andrew John	Staten Island, N. Y.
Hinnant, William Walker, Jr.	Raleigh, N. C.
Hinton, James Peyton	Hannibal, Miss.
Hoag, Jerome Edward	Holyoke, Mass.
Hoffman, Charles Robert	Easton, Pa.
Hoffman, Gish Norman	Elizabethtown, Pa.
Hoffman, Richard Sterling	Cincinnati, O.
Hogewood, Ashley Lee	Charlotte, N. C.
Holcomb, John McElwane	Decatur, Ga.
Holder, Maxwell Roberts	Charlotte, N. C.
Holder, Robert Lofford	Charlotte, N. C.
Holding, Willis Askew, Jr.	Raleigh, N. C.
Hollowell, Robert Lewis	Hertford, N. C.
Hooks, Edward Hampton	Ayden, N. C.
Horne, William Newton II	Pulaski, Tenn.
Horsley, William N.	Belmont, N. C.
Hottenstein, Rahn Lincoln	Millersburg, Pa.
Houchens, Douglas Clay	Richmond, Va.
Hoyle, Alton R.	Asheville, N. C.
Hudgins, Herbert Caldwell	Norfolk, Va.
Hudson, Boyd Ellyson, Jr.	Belle Haven, Va.
Hudson, Perry Burruss	Montgomery, Ala.
Hunsicker, Richard Warner	Fort Washington, Pa.
Hurley, John Henry, Jr.	Cambridge, Mass.
Huston, Theodore, Jr.	Jenkintown, Pa.
Hutchinson, Edward Kenneth	Manchester, Conn.
Hutchinson, Robert Alexander	Forest Hills, N. Y.
Hutchinson, Warner Hawes	La Grange, Ill.
Irwin, Forrest Atlee	Trenton, N. J.
Isaacs, Richard Alfred	New York, N. Y.
Isom, Edward Whitten	Scarsdale, N. Y.
Israel, Harry Paul	Candler, N. C.
Jasper, Frederick William	Glen Jean, W. Va.
Jenkinson, Harvey Thorndyke	Bellevue, Pa.
Jennings, Louis Brown	Durham, N. C.
Jerome, Walter Gray	Winston-Salem, N. C.
Johnson, Otis Benjamin	Washington, D. C.
Johnson, Thomas Derwood	Ingold, N. C.

Johnston, James Henry	Winston-Salem, N. C.
Johnston, James Henry, Jr.	Ripley, Tenn.
Johnston, John Wesley	Statesboro, Ga.
Jones, Chester George	Bryn Mawr, Pa.
Jones, Curtis Hallett	Townsend, Va.
Jones, Duard Crowell	Elizabeth City, N. C.
Jones, James Albert	Southport, N. C.
Jones, John Benjamin	Tyrone, Pa.
Jones, Thomas Ogburn	High Point, N. C.
Jones, Westerman Wilson	Wilmington, Del.
Kale, Richard Bivens	Troutman, N. C.
Kamp, Robert Shindel	Ridley Park, Pa.
Katz, Gilbert	Durham, N. C.
Kay, Louis	Watseka, Ill.
Kaye, Duncan Griffith	Troy, N. Y.
Keane, Richard Carens	Petersburg, Va.
Kellogg, Mitchell	New Canaan, Conn.
Kelly, Edward Howard	Brooklyn, N. Y.
Kennedy, Douglas MacMillan	Camden, S. C.
Kerman, Herbert David	West Palm Beach, Fla.
Kerr, James LeGrande	Winston-Salem, N. C.
Kevil, Leban Hunter	Princeton, Ky.
Kimbrell, John Allen	Richmond, Va.
Kimbrell, Marvin Rea	Charlotte, N. C.
Kimmel, Andrew Lloyd	Pottsville, Pa.
King, Henry Frederick	North Wilkesboro, Mass.
Kingman, Robert Woodbridge	South Easton, Mass.
Kirkland, Philip Holloway	Durham, N. C.
Kirsch, Jack H.	Rockingham, N. C.
Kleinfelter, Robert M.	Inwood, N. Y.
Knapp, Robert Steven	Belleville, Ill.
Knight, Arthur Winfield	Durham, N. C.
Knight, Casper Joseph, Jr.	Philadelphia, Pa.
Knight, Richard Wallace	Middleton, N. Y.
Kogelschatz, Louis William	Martinsburg, W. Va.
Koger, Robert McMillan	Charleston, S. C.
Koonce, John Edward, Jr.	Chadbourne, N. C.
Koop, Charles Thomas	Islip, N. Y.
Kraemer, Charles Gustave	Scranton, Pa.
Krizek, William Louis	Schenectady, N. Y.
Kuemper, Maurice Lee	New York, N. Y.
Kuperman, Jesse Paul	Jersey City, N. J.
Lacks, Stanley Bernard	Pinehurst, N. C.
Lamb, Robert Gilmore	Rochester, N. Y.
Lampe, William Lee	Wilkes Barre, Pa.
Landis, William Bechtel, Jr.	Scranton, Pa.
Latimer, William Robert, Jr.	Birmingham, Ala.
Lawder, Robert Coburn	Havre de Grace, Md.
Leavenworth, Robert Wing	New Haven, Conn.

Leazer, Robert Frank	Salisbury, N. C.
Lee, Eugene Raymond	White Plains, N. Y.
Leiby, Rowland Willis, Jr.	Raleigh, N. C.
Leiter, Roy Allen, Jr.	Hagerstown, Md.
Lenox, Walter Stanley	Ridgefield Park, N. J.
Lentz, Julian Carr	Durham, N. C.
Leonard, Joseph Patrick	Utica, N. Y.
Leven, Edward	Miami, Fla.
Lewis, Frank Hicks	Pittsburgh, Pa.
Lewis, Lawrence Hart	New Haven, Conn.
Lewis, William Francis	Providence, R. I.
Leyrer, William Chase	Bay Shore, N. Y.
Licht, Philip Conrad	Stapleton, N. Y.
Lindhe, Walter Felix	Montclair, N. J.
Lipscomb, Woodrow Pershing	Hinton, W. Va.
Little, James Crawford	Raleigh, N. C.
Lockwood, George Thomas	Moorestown, N. J.
Lockwood, Jack Allison	Verona, N. J.
Lockwood, Tuttle, Jr.	Paducah, Ky.
Long, Arthur Robert	Birmingham, Ala.
Long, George Bryan	Harrisburg, Pa.
Long, John William	Norfolk, Va.
Love, Bedford Emory, Jr.	Roxboro, N. C.
Lowdermilk, Alfred Johnson, Jr.	Mt. Gilead, N. C.
Lucas, Chester Laurice	Hopkintown, Mass.
Lundy, Edwin	Maplewood, N. J.
Lupton, Frederick Arthur	Hillsboro, N. C.
Lutz, Carl Frederick	Brooklyn, N. Y.
Lykins, Robert Clyde	Henderson, Tenn.
Lyon, Eugene Frank	Durham, N. C.
MacDonald, Richard Watson	Bloomfield Hills, Mich.
McArthur, Robert Milton	Winston-Salem, N. C.
McCallum, Donald Kyle	Pittsburgh, Pa.
McCallum, Russell Paul	Jamaica Plain, Mass.
McCann, Frank Bates	Petersburg, Va.
McCann, Walter Ray	Petersburg, Va.
McCaskill, Dexter David	Marianna, Fla.
McClain, Donald Freeland	Rockville, Conn.
McClintock, William Banks	Charlotte, N. C.
McCollom, Charles Royden	Henderson, Ky.
McCord, Thomas Isaac	Wiconisco, Pa.
McCoy, John Oliver	Glen Jean, W. Va.
McCracken, Charles William	Storrs, Conn.
McDonough, Bernard William	Terryville, Conn.
McGarity, John Hamilton	Charlotte, N. C.
McGarrity, Jack Aloysius	Trenton, N. J.
McHenry, Allan Robert	Sagamore, Pa.
McKee, Sterling Eugene	Bessemer, Pa.
McKibbin, Dave B.	Indianapolis, Ind.

McMaster, Gerald Thomas	Baltimore, Md.
Mack, Edwin Van Tuyl	Rutherfordton, N. C.
Maher, John Joseph	Washington, D. C.
Mahoney, Matthew Mark	Holyoke, Mass.
Main, J. Fulton	Kingston, N. Y.
Mann, John Wilton	Durham, N. C.
Mansell, Jack Carver	Maplewood, N. J.
Marchant, Charles Kerwin	Verona, N. J.
Marshall, William	Vinton, Va.
Martin, Charles Keene	Leaksville, N. C.
Mason, Edward Locher	Durham, N. C.
Mason, Fred Cather	Harrisburg, Pa.
Mathews, Edward Gilbert	Hartsdale, N. Y.
Mathews, Harold Schuyler	Charleston, W. Va.
Mathey, Frank Arthur	New York, N. Y.
Matulewicz, Raymond Constantine	Mt. Carmel, Pa.
Mayberry, James	Mt. Airy, N. C.
Mecutchen, Peirce Munro	Philadelphia, Pa.
Meng, Walter S.	North Middletown, Ky.
Messick, Frank Leslie	Bloxom, Va.
Miles, Arthur James	Westwood, N. J.
Millard, John LeVan	Centralia, Pa.
Miller, Charles Bechten, Jr.	Allentown, Pa.
Miller, Kenneth Robert	Endwell, N. Y.
Miller, Robert Welton	Schuylkill Haven, Pa.
Mims, Stewart Lea, Jr.	Greenwich, Conn.
Minter, Marion Francis	Laurens, S. C.
Moffitt, Franklin Monroe	Rockville Center, N. Y.
Moffitt, Walton Denson	Greensboro, N. C.
Montgomery, James Scott	White Plains, New York
Moore, Frederick Porter, Jr.	East Gardner, Mass.
Moore, Herbert Funston	Winston-Salem, N. C.
Moran, William Joseph	Richmond, Va.
Morgan, Carson Neal	Savannah, Ga.
Moritz, John Marines	Enka, N. C.
Morris, James Terry	Florence, Ala.
Morse, William Albert	Lakemont, Ga.
Mudge, Richard Bachelder	Belmont, Mass.
Mueller, Carl Herman	Lakewood, O.
Mulford, Edwin Hastings	Little Falls, N. Y.
Mullinax, Buzzie Lee	Greenville, S. C.
Munger, Jack Richards	Dallas, Texas
Murphy, Charles Baez	Brooklyn, N. Y.
Murphy, Valentine Lawrence	South Coventry, Conn.
Muse, Herbert Edward	Baltimore, Md.
Nailor, Irwin Leroy	Camp Hill, Pa.
Naudain, LeRoy Parker	Haddon Heights, N. J.
Nealon, James Edward	Washington, D. C.
Newbold, Arch Bradsher	Raleigh, N. C.

Newens, Richard Scott	Ithaca, N. Y.
Newton, Marvin, Jr.	Durham, N. C.
Nichols, John Bartley	Durham, N. C.
Nielsen, Irving W.	Westbrook, Me.
Nixon, Pennington Mason	Rome, Ga.
Noble, Paul Van Norman	Ft. Wayne, Texas
Northrup, Richard Winfield	Rutherford, N. J.
Nutter, Ronald Demming	White Sulphur Springs, W. Va.
Oleson, Oscar Ernest	Lynbrook, N. Y.
Olschner, Clarence Edmond	Tarboro, N. C.
Orton, Stuart	Rahway, N. J.
Osborne, Robert Sanford	Washington, D. C.
Oswald, John Shorton	Allendale, S. C.
Owens, Alfred Lemuel	Wilson, N. C.
Owens, William Robert, Jr.	Covington, Va.
Pankey, John Robert	Bluefield, W. Va.
Paredes, Paul Emile	San Pedro Sula, Central America
Parker, Clarence McKay	Portsmouth, Va.
Pattillo, Robert Roy	Atlanta, Ga.
Patton, Dewey	Waynesville, N. C.
Peabody, Edward Taylor	Hyde Park, Mass.
Pearlstone, Benjamin Irving	Dallas, Texas
Pearson, Jack Leslie, Jr.	Lakewood, O.
Pederson, Peter Malvin	Durham, N. C.
Peele, Thomas	Elizabeth City, N. C.
Peeler, Clayton Samuel	Lynchburg, Va.
Penabez, Fernando	Cuba
Pengelly, Donald Albert	Zanesville, O.
Pepper, Fred Fulton	Walnut Cove, N. C.
Perine, Everett Graves	East Orange, N. J.
Perry, Norvin A., Jr.	Carrolltown, Ky.
Peters, Frank Stanley	Nanticoke, Pa.
Pfann, Harry Fred	Mountain Lakes, N. J.
Pickard, John David	Charlotte, N. C.
Pines, Nicholas Francis	Phillipsburg, N. J.
Pinkston, Charles	Asheville, N. C.
Plaster, William Emory, Jr.	Leesburg, Va.
Poe, George, Jr.	Durham, N. C.
Poe, Henry Clay	West Durham, N. C.
Pope, Marvin Hoyle	Durham, N. C.
Powell, David Miller	Lancaster, O.
Power, Thomas William	Rosemont, Pa.
Price, Robert Murray	Scranton, Pa.
Prince, Daynor Carter	Marblehead, Mass.
Prindle, William Martin	West Barrington, R. I.
Proctor, S. Kinion	Oxford, N. C.
Pulliam, Samuel Thomson	Richmond, Va.

Purnell, Oliver James	Rockville, Conn.
Quick, Leon Wright	Watertown, N. Y.
Quinn, Ned	Beckley, W. Va.
Rasberry, Howell	Kinston, N. C.
Rawls, Ashbaun Leroy	South Norfolk, Va.
Rebman, Fred Andrew	Courtland, Ala.
Reeder, Robert Tyler	Washington, D. C.
Reel, William Wiley	West View, Pa.
Reinfeld, George Mathias	Jackson Heights, N. Y.
Rettaliata, Jack B.	Baltimore, Md.
Reyes, Theodore	San Jose, Costa Rica
Rhode, Judson Cyrus	Reading, Pa.
Rhodes, Rey Worley	Estill, S. C.
Richter, Arthur Frederick	New York, N. Y.
Richwine, James Robert	Mechanicsburg, Pa.
Ricker, Robert Eugene	Elizabethtown, Pa.
Riley, Joseph William	Collingdale, Pa.
Rine, Clyde Stewart, Jr.	Pittsburgh, Pa.
Ris, Howard Clinton	Freeport, N. Y.
Ritter, Richard Morgan	Vineland, N. J.
Robinson, William Smith O'Brien	Charlotte, N. C.
Roehrs, Kurt Harry	Wyckoff, N. J.
Roesch, Douglas Raymond	New York, N. Y.
Roesti, Max	Berlin, Germany
Rogers, John Bruce	Moorestown, N. J.
Rohland, John Harrison	Jeddo, Pa.
Rohbaugh, Austin Bertram, Jr.	Rockville, Md.
Rohrer, Ivon Delman	Hagerstown, Md.
Rollings, Wilbur Weeks, Jr.	Pinewood, S. C.
Rorke, Edward Francis	New York, N. Y.
Rosenbaum, Jack Henry Rawlins	Philadelphia, Pa.
Rosenstein, Louis	Baltimore, Md.
Rosenthal, Henry Ellis	Winston-Salem, N. C.
Ross, William Joyner	Wadesboro, N. C.
Rouse, Arthur Blyth, Jr.	Erlanger, Ky.
Roush, Benjamin Brown	Louisville, Ky.
Rouzer, Elmer Ellsworth	Hagerstown, Md.
Rowe, Wallace Addison	St. Albans, N. Y.
Rushmer, Howard William	Johnson City, N. Y.
Russell, Horace, Jr.	Washington, D. C.
Russo, Roland	Montclair, N. J.
Ryon, Thomas Shipley	Washington, D. C.
Sackman, Martin Douglas	Garden City, N. Y.
Sager, Thomas Curtis	Hagerstown, Md.
Salmon, George Gilbert, Jr.	Maplewood, N. J.
Sammons, Herbert Wooten	Parkersburg, W. Va.
Sawyer, Thomas Benjamin	Greensboro, N. C.
Sawyer, Walter Wesley	Elizabeth City, N. C.
Scanlon, Robert Lawrence	Brooklyn, N. Y.

Scarborough, Marvine McRae	New Haven, Conn.
Schlesinger, Willard Raphael	Brooklyn, N. Y.
Schwartz, Paul	Tampa, Fla.
Schworer, Donald Valentine	Atlantic Beach, N. Y.
Scott, Donald Justin	West Palm Beach, Fla.
Scott, Jack Robert	Mt. Lebanon, Pa.
Scott, James Archie	Durham, N. C.
Scott, Joseph Whiddon	Live Oak, Fla.
Shearin, Cornelius Duke	Rocky Mount, N. C.
Sheehan, Donald Henry	Montclair, N. J.
Shelton, Randolph Edison	Northfork, W. Va.
Shilliday, James Glasser	Pittsburgh, Pa.
Shilling, Edward William	Dover, Del.
Shockloss, William John	Wilkes-Barre, Pa.
Sholes, Dillard McCary, Jr.	Durham, N. C.
Shortreed, William Lloyd	Allison Park, Pa.
Simpson, Ernest Albert, Jr.	Hightstown, N. J.
Sledge, Richard Porter	Gary, W. Va.
Small, Philip Arthur	Charlotte, N. C.
Smith, C. Manning	Charleston, W. Va.
Smith, David Merwin	Whiteville, N. C.
Smith, Edward	Dunn, N. C.
Smith, Frederick Firth	Maplewood, N. J.
Smith, Harwood Thomas	Petersburg, Va.
Smith, Kenneth Murphy	Barnesville, O.
Smith, Ralph Waldo, Jr.	North Platte, Neb.
Smith, William Griest	Riverton, N. J.
Smith, William Reed	Asheville, N. C.
Snipes, Charles Durant	Sanford, N. C.
Snipes, Gus Ellwood	Carthage, N. C.
Somerville, William Bierman	Cumberland, Md.
Span, Samuel Oscar	Paterson, N. J.
Sparks, Gilbert Ray	West Palm Beach, Fla.
Spencer, Carl McLennon	Fayetteville, N. Y.
Spencer, Frank Wilson, Jr.	Savannah, Ga.
Spencer, Hugo Johnson	Savannah, Ga.
Spurgeon, Allen Cooper	Uniontown, Pa.
Spurgeon, John Lackey	Uniontown, Pa.
Stack, Warren Carlisle	Monroe, N. C.
Stamaton, Jack C.	Stamford, Conn.
Stanard, William Douglas	Mobile, Ala.
Stauffer, Charles Clarence	Washington, D. C.
Steckel, Wells Safford	Freeport, N. Y.
Stem, Thaddeus Garland, Jr.	Oxford, N. C.
Stephens, Hal Calvin	Morristown, Tenn.
Stephens, Robert Harvey	Detroit, Mich.
Stetler, Keith Hays	York, Pa.
Stocks, William Leonard	Altoona, Pa.
Stokes, Elmer Malcolm	Savannah, Ga.

Stone, Harry James	Durham, N. C.
Stone, James, Helm	Detroit, Mich.
Stone, Merle Kay	Durham, N. C.
Stone, Russell De Leon	Wilmington, N. C.
Storie, James Charry	Liberty, N. Y.
Sullivan, Ross Hood	Pleasantville, N. J.
Sundholm, John Edwards	Brooklyn, N. Y.
Sykes, Harold Arthur	Queens Village, N. Y.
Tantum, Ellwood C.	Cream Ridge, N. J.
Tator, William Augustus, Jr.	Bridgeport, Conn.
Taylor, Curtis Sheldon	Addison, N. Y.
Taylor, Francis Spratt	Durham, N. C.
Taylor, Hoy, Jr.	Milledgeville, Ga.
Taylor, Sherwood Benjamin	Scranton, Pa.
Tharrington, Walter Irvin	Macon, N. C.
Thogerson, John	Colombia, South America
Thomas, Charles A.	Glenside, Pa.
Thomas, Haydn Edwards	Munhall, Pa.
Thomas, John Greenberry	Decatur, Ga.
Thompson, Benjamin Way	Millbrook, Ill.
Thompson, William Gilmore	Portland, Me.
Thornhill, George Tudor	Bluefield, W. Va.
Thurston, Harold Bushman	Martinsburg, W. Va.
Tidwell, James Oliver	Pueblo, Col.
Timberlake, Lloyd Flintom	Columbia, S. C.
Timberlake, Thomas Howard	Columbia, S. C.
Timmons, James McKnight	Columbia, S. C.
Towner, Robert Carlton	Nunda, N. Y.
Trapnell, John Mackey	Charles Town, W. Va.
Travis, Albro Sumner	Brewster, N. Y.
Treat, Richard Elmer	Hamden, Conn.
Treut, Walter Eugene	Rutherford, N. J.
Truax, Oliver, Jr.	Martins Ferry, O.
Turley, Edward William	Parkersburg, W. Va.
Turnage, Ralph LeRoy	Ayden, N. C.
Turner, Charles Fletcher	Birmingham, Ala.
Turner, Milford Peterson	Clayton, N. J.
Ulmer, David Heading Bartine, Jr.	Moorestown, N. J.
Ulrich, Edward Hawey	Haddonfield, N. J.
Umstead, Douglas Randolph	Durham, N. C.
Vaiden, Arthur Lyon	Durham, N. C.
Van Anda, Jackson Nicholas	New York, N. Y.
Van Camp, Robert Cross	Scranton, Pa.
Van Lill, Stephen Joseph	Baltimore, Md.
Vaughn, Enoch Simmons	Washington, N. C.
Von Glahn, Harold Diederich	Brooklyn, N. Y.
Wade, Carolus Alton	Phoenixville, Pa.
Wade, Charles Byrd, Jr.	Morehead, N. C.
Wade, Luther Irwin	Elkin, N. C.

Wagner, Harold Edward	Riverton, N. J.
Walker, Remsen Wesley	Pocantico Hills, N. Y.
Walker, Richard Leigh	Philadelphia, Pa.
Walter, George	Washington, D. C.
Ward, Thurman L.	Galax, Va.
Warren, Clyde Whitfield	Clinton, N. C.
Watson, Edward Louis	Tuckahoe, N. Y.
Weaver, Mac	Du Bois, Pa.
Webster, Thomas Preston, Jr.	Tappahannock, Va.
Weidner, John Howard	Reading, Pa.
Wells, William Waterman	Elmira, N. Y.
Welsh, Calvin Rex	Durham, N. C.
Wenrich, Charles Daniel	Washington, D. C.
West, Edwin C.	Weaverville, N. C.
West, James Kilgo	Asheville, N. C.
Wheeler, George Martin	Pressmen's Home, Tenn.
Wheeling, Hershell Andrew, Jr.	Florence, S. C.
Wherrett, Norman Lewis	Wilmington, Del.
Whitaker, Richard Bidgood	Whiteville, N. C.
White, Donald Hamilton	Brooklyn, N. Y.
White, Joseph Milton	Portsmouth, Va.
White, Wilfred Lewis	Lebanon, N. H.
Whitener, Paul Wayne	Hickory, N. C.
Whitley, Carl McRay	Clayton, N. C.
Widmark, Walter LeRoy	Verona, N. J.
Wiley, Arthur Leslie, Jr.	Norfolk, Va.
Williams, Berry Collins	Durham, N. C.
Williams, William Justin	Durham, N. C.
Williams, Joseph Lake	Easley, S. C.
Williams, Manley Cadwallader	Rahway, N. J.
Williams, Pleasant Hardin	Ashland, Ky.
Williams, Ralph Franklin, Jr.	Delmar, Del.
Wilson, Earle Wayne	Durham, N. C.
Wilson, Robert Clarence	Bennington, Vt.
Windsor, Thomas Bates	Cambridge, Md.
Winburn, Robert Jones	Midville, Ga.
Woodall, Preston DeWitt	Fayetteville, N. C.
Woodard, Harry Clanton	Louisville, Ky.
Woodcock, Frederick Richard	Asheville, N. C.
Wooling, Richard Roller	Farmville, Va.
Worthington, George Sanford	Washington, D. C.
Wylie, Marvin Miller	Madisonville, Ky.
Wyvell, Conrad Blair	Washington, D. C.
Yoder, J. Russell	Esterly, Pa.
York, Raymond Edward	Southern Pines, N. C.
Young, Hubert Pride	Scarsdale, N. Y.

SOPHOMORE CLASS

Abbott, Edwin B.	Birmingham, Ala.
Adams, Willis Roscoe	Clarksville, Va.
Alberts, Jack Christian	Hoboken, N. J.
Alexander, Jack	Asheville, N. C.
Alexander, Wendell Wells	Rosemont, Pa.
Alterman, Abe A.	Atlanta, Ga.
Althoff, Charles Clair	Hanover, Pa.
Ambler, Wayne Harper	Abington, Pa.
Andrews, Vernon Liles	Mt. Gilead, N. C.
Appleford, George Burton	South Lancaster, Mass.
Ardolino, John Clarence	Metuchen, N. J.
Armstrong, James Hoffman	Surgoinsville, Tenn.
Arnold, Joseph Marvin, Jr.	Glen Rock, N. J.
Arnold, Lee	Chicago, Ill.
Ashby, H. Nicholson	Durham, N. C.
Atkins, Emmett Day	Gastonia, N. C.
Atkins, Albert Graham	South Boston, Va.
Atkinson, John Virgil	Pueblo, Col.
Austin, Richard Erwin	Delmar, N. Y.
Baeder, Fred Nelson	Nutley, N. J.
Baer, Richard Franklin	Reading, Pa.
Bailey, George Robert	Rockville Centre, N. Y.
Baker, Charles Harvey	Newark, N. J.
Baker, William Russell	Bronxville, N. Y.
Ballard, Chadwick Carroll	Exmore, Va.
Barber, Horace Eldridge	Glen Falls, N. Y.
Barber, William Lawrence	Phillipsburg, N. J.
Barley, George William	Lynbrook, N. Y.
Bassett, Roderick Emerson	Danbury, Conn.
Bateman, Oliver Jerome, Jr.	Byron, Ga.
Baughman, Paul Howard	Hendersonville, N. C.
Beard, Francis Dean	Durham, N. C.
Beatty, George Lake	Brooklyn, N. Y.
Beazley, Richard Lee	South Orange, N. J.
Beich, Paul Marion	Bloomington, Ill.
Beck, W. Sperring	Beverly, N. J.
Bell, John Samuel	Charlotte, N. C.
Bennett, Albert Edward	Brooklyn, N. Y.
Bennett, Floyd Sheddon	Richmond, Va.
Birmingham, William George	Liberty, N. Y.
Bistline, James Adams	Cumberland, Md.
Bitters, Robert Frost	Greenfield, Mass.
Blevins, George Coffman	Centreville, Md.
Bode, Helmut	Weehawken, N. J.
Boeker, Robert Otto	Seymour, Conn.
Boepple, William Alexander	New York, N. Y.
Boling, James Keith	Siler City, N. C.
Books, John Wesley	Haddon Heights, N. J.

Boyce, Stanley Francis	Baltimore, Md.
Boyle, Kenneth Monroe	Arlington, N. J.
Brach, Earl Tilton	Baltimore, Md.
Brettell, Charles Herbert	Melrose, Mass.
Briel, Christian Schaaf, Jr.	Sutton, Mass.
Brothers, Joseph Grayson	Wilmington, N. C.
Brown, David Carroll	Anderson, S. C.
Brown, Edwin Wells	Asheville, N. C.
Brown, James Walter, Jr.	Gatesville, N. C.
Brown, Paul Paisley	Raleigh, N. C.
Bruner, Jerome Seymour	Laurelton, N. Y.
Bruns, John Jerome, Jr.	Baltimore, Md.
Buck, Robert Earl	Ft. Washington, Pa.
Budd, Walter Pemberton	Durham, N. C.
Bullock, Isaac Weldon	Creedmoor, N. C.
Burd, James Edward	Pottsville, Pa.
Burgess, William Woodrow	Royal Oak, Mich.
Burke, Joseph Francis	Detroit, Mich.
Burwell, George Allen	Warrenton, N. C.
Byrum, Charles Forrest	Great Falls, S. C.
Callahan, Peter Edward	New York, N. Y.
Carden, Russell Campbell	Chattanooga, Tenn.
Chambliss, Sizer	Lookout Mt., Tenn.
Champion, John Dixon, Jr.	Fuquay Springs, N. C.
Chandlee, James Rush	Gaithersburg, Md.
Chouteau, Asby Augustus III	Huntington, N. Y.
Clark, Frederick Eugene	Maplewood, N. J.
Clay, Arthur Thomas	Ridgewood, N. J.
Clay, Charles Stafford	Beckley, W. Va.
Clayton, Edgar Lawrence	Bayside, L. I., N. Y.
Cleaveland, Fred Neill	Short Hills, N. J.
Cohen, Gilbert Francis	Atlanta, Ga.
Cole, Camberne Chambers	West Havens, Conn.
Collins, Cecil Curtis	Jacksonville, Fla.
Collins, Harold Reeves	South Seaville, N. J.
Collins, Lawrence Henry	Macon, Ga.
Condit, Albert Nelson	East Orange, N. J.
Cone, Arthur Read	Buffalo, N. Y.
Conner, Robert William	Utica, N. Y.
Conradi, Richard John	Irvington, N. J.
Cornelius, Bennett Oscar, Jr.	Winston-Salem, N. C.
Cornett, Baron Hale	Bluefield, W. Va.
Cornish, Donald Cross	New Rochelle, N. Y.
Corriher, Walter Douglas	Charlotte, N. C.
Cottingham, William Thomas	Douglas, Ga.
Coulson, Robert Lon	Hanover, Pa.
Courtnell, Paul Wilson	Chatham, Mass.
Cowan, Robert Love	Newport, Tenn.
Cox, Headley Morris	Mt. Olive, N. C.

Cross, Guy Elmer	Lynbrook, N. Y.
Cross, Richard Wellington	Upper Darby, Pa.
Cummings, R. Winthrop	Lynbrook, N. Y.
Curtis, Paul Makepeace	Greensboro, N. C.
Cutchin, Richard Speight	Whitakers, N. C.
Danforth, Carroll Rhodes	Swampscott, Mass.
David, Joseph Kald	Jacksonville, Fla.
Davis, George Drennen	McKeesport, Pa.
Davis, John Russell	Weston, W. Va.
Day, Henry Fenton	Danville, Va.
Dayne, Richard Warwick	Detroit, Mich.
Deemer, Alexander D. II	Brookville, Pa.
Dein, Irving	Atlantic City, N. J.
Deneen, Russell Sanders	Bakersville, N. C.
Desvernine, Eugene	Marianao, Havana, Cuba
Dils, Henry Hamilton	Parkersburg, W. Va.
Downs, Robert Charles	Harrisburg, Pa.
Dudley, William Frederick	Vineland, N. J.
Dunlap, Jack Walton	Lawton, Okla.
Dunstan, Robert Frederic	Pittsburgh, Pa.
Eastwood, Howard, Jr.	Burlington, N. J.
Edmunds, J. Arnold	Youngstown, Ohio
Erixon, John Gustav, Jr.	White Plains, N. Y.
Etter, Harry Stough	Shippensburg, Pa.
Everett, James William	Mahoney City, Pa.
Ewing, Samuel Watson	Greenwich, N. J.
Fager, Richard Fulton	Camp Hill, Pa.
Farrell, Robert Edward	Boston, Mass.
Faulkner, Newton Elwood	New York, N. Y.
Fennell, George William, Jr.	Mamaroneck, N. Y.
Ferris, Douglas Wilson	New Rochelle, N. Y.
Few, William	Durham, N. C.
Fischer, Monroe Carl	Scranton, Pa.
Fisher, John Land	Lakewood, Ohio
Fisher, William Henry	Centreville, Md.
Flenniken, William Mathews	Hamburg, N. Y.
Flowers, Curtis Wilcox	Muskegon, Mich.
Folsom, Kenneth P.	Washington, D. C.
Foreman, Blades	Elizabeth City, N. C.
Fox, Lafayette Palmer	Harrisburg, Pa.
Frantz, Ivan DeRay	Clarksburg, W. Va.
Fretwell, Joseph J., III	Miami Beach, Fla.
Friedlander, Irwin	Moultrie, Ga.
Fuller, Alfred Howard	Hartford, Conn.
Fuller, Stephen Bliss	Chevy Chase, Md.
Fulmer, William Henry	Savannah, Ga.
Gellert, Walter George	Abington, Pa.
George, Judson	Laurens, S. C.
Gibbons, Julius Joyce, Jr.	Wilson, N. C.

Gill, Charles Howard	Newport, R. I.
Gillander, Robert Carlisle	Pittsburgh, Pa.
Gillies, Henry Clarke, Jr.	Melrose, Mass.
Gilpin, Richard Bond	Maplewood, N. J.
Gingrich, Harry Melvin	Pottstown, Pa.
Ginsberg, Harold	Daytona Beach, Fla.
Glass, Don Samuel	Johnstown, Pa.
Goddard, David Watson	Portsmouth, Ohio
Goldstein, Samuel	Salem, N. J.
Goode, Joseph Roland, Jr.	Alexandria, Va.
Goodrich, Marvin Dibrell, Jr.	Petersburg, Va.
Goodwin, Robert Walton	Norway, Me.
Gorringe, James Norman	East Orange, N. J.
Gostin, Seymour Bernard	White Plains, N. Y.
Gourley, Robert Dunseith	New York, N. Y.
Gray, Edward Lee	Durham, N. C.
Green, Ernest LeRoy	Media, Pa.
Green, Warren Thornton, Jr.	Louisville, Ky.
Greutker, Frank Chris, Jr.	Kenmore, N. Y.
Griscom, George Edwin	Trenton, N. J.
Haines, Risley Frith	Bayamo, Cuba
Hall, Amos Harris	Hollywood, Florida
Ham, Alan W., Jr.	East Milton, Mass.
Hammer, John D.	Tampa, Fla.
Hanes, Newton H.	Winston-Salem, N. C.
Happel, Benjamin Albert	Blue Ridge, Pa.
Hardin, Henry Grady	Lake Junaluska, N. C.
Hardin, James Carlisle	Rock Hill, S. C.
Harte, Sheldon Robert	New York, N. Y.
Heffner, William Nason	North Port, N. Y.
Heilman, Frank Albert	Canton, Ohio
Helms, Francis Bernard	Wingate, N. C.
Hendrix, William Murray	Cookeville, Tenn.
Herrick, Albert Louis	Lebanon, Ohio
Herrin, Horace	New York, N. Y.
Hicks, George Homer	Belvidere, N. J.
Hill, David Alan	Westfield, N. J.
Hill, Davidson	Sasser, Ga.
Hinck, Robert Henry	Short Hills, N. J.
Hintermeister, Richard Frederick	Brooklyn, N. Y.
Hippolitus, Vincent Paul	Hamden, Conn.
Hirst, Donald Vincent	Durham, N. C.
Hoffman, John Edward	Ft. Wayne, Ind.
Holler, William Lyles	Columbia, S. C.
Hollinger, Gilbert Russell	Mobile, Ala.
Holman, William Clinton	Albany, Ga.
Holt, Howard Price	Nashville, Ark.
Hooten, Charles Edwards	Bloomfield, N. J.
Hopper, Addison Weaver	Maplewood, N. J.

Hopson, Calvert C.	Wayne, Pa.
Horneffer, Laurence Grant	Wilmington, Del.
Howard, Edward Thompson	Lexington, Mass.
Howard, Robert Glen	Washington, D. C.
Huiskamp, Carl Christian	Keokuk, Iowa
Hunter, Robert Gray	Lansdowne, Pa.
Hyams, Norman Alan	St. Paul, Minn.
Ibbeken, Gunther Henry	Haddon Heights, N. J.
Jackson, Frederick Raymon, Jr.	Charlotte, N. C.
Jacobs, Albert Gentel	Germantown, Phila., Pa.
Jantzen, Nelson Rudolph	Philadelphia, Pa.
Jenkinson, Richard Dale, Jr.	Bellevue, Pa.
Jennings, William Champe	Westfield, N. J.
Johnson, Claude Walden	Fort Thomas, Ky.
Johnson, Morris Judson	Hammond, Ind.
Johnson, Roy Ruggles, Jr.	Upton, Mass.
Johnston, Dana Stephens	Ulster, Pa.
Johntz, Frederick Fanes	Winston-Salem, N. C.
Jones, Arthur Sidney	Metuchen, N. J.
Jones, William Murray, Jr.	Durham, N. C.
Jones, Richard Abner	Fountain Inn, S. C.
Justin, Walter Leas	Scranton, Pa.
Kay, Robert Eynon	Wildwood, N. J.
Kellmeyer, Fred Norval	Wheeling, W. Va.
Ketcham, Frederick	Fishkill, N. Y.
Ketchum, Paul Freley	Washington, D. C.
Kimmerle, Roy Charles	Buffalo, N. Y.
King, John Belding	Cristobal, Canal Zone
King, John Cheves, Jr.	Charleston, W. Va.
Klock, John Douglas	Walker, N. Y.
Knapp, James Edward	Irasburg, Vt.
Kneipp, John Albert	Washington, D. C.
Konopka, Al John	Camden, N. J.
Korstian, Kenneth Clarence	Durham, N. C.
Kreider, Clarence Wenger	Philadelphia, Pa.
Kritzer, Morton Daniel	Brooklyn, N. Y.
Krum, Kenneth William	Lynbrook, N. Y.
Kuhn, Harold Hunter	Charleston, W. Va.
Lackey, Archer Evans	Christiansburg, Va.
Lamb, David Wallace	Rochester, N. Y.
Lambeth, James Erwin, Jr.	Thomasville, N. C.
Landon, Francis Rodman	Clinton, N. C.
Lapham, Robert Wesley	Pittsburgh, Pa.
Lauther, Frederick Ralph	Lebanon, Ga.
Lawson, Washington Branch	Erwin, Tennessee
Leach, Ray Edson	Asbury Park, N. J.
Leidy, Joseph Victor	Philadelphia, Pa.
Leland, Roderic Schuyler	New Canaan, Conn.
Lengler, Robert Edward	Scranton, Pa.

Liana, Frank John	Brooklyn, N. J.
Liller, Melvin Henry	Hershey, Pa.
Litaker, Roy	Albemarle, N. C.
Litterst, Harry Bertrand	Arlington, N. J.
Lloyd, Fred Norwood	Durham, N. C.
Long, Robert Schofield	Frankfort, Del.
Luff, Robert Hamilton	Philadelphia, Pa.
Luly, William Oliver	Vero Beach, Fla.
McAninch, Richard D.	Marion, Ohio
McCall, Jimmy	Oklahoma City, Okla.
McDermott, John Joseph	Freehold, N. J.
McElwrath, Brooks	Mayfield, Ky.
McMartin, Daniel Cole	Des Moines, Iowa
McWhirter, Bion William	Charlotte, N. C.
McWreath, Harry C.	Washington, Pa.
Mackay, John Leland	Montgomery, Ala.
Mackie, Joseph Richard	Philadelphia, Pa.
Maier, George, Jr.	Bridgeton, N. J.
Maldeis, Howard James, Jr.	Baltimore, Md.
Manifold, Edward J.	York, Pa.
Mann, Alphonso, Jr.	Durham, N. C.
Mann, John Evans	Greenwood, Miss.
Marr, Samuel Wade, Jr.	Raleigh, N. C.
Marshall, Henry Wade	Asheville, N. C.
Martin, James Marion	Durham, N. C.
Martin, Joseph A.	Durham, N. C.
Martin, Robert Doane	Westfield, N. J.
Masset, Andrew Hyatt	Mt. Vernon, N. Y.
Mathues, George Montgomery	Media, Pa.
Menaker, Jerome Seymour	Harrisburg, Pa.
Meyer, Joseph Wight	East Orange, N. J.
Meyerson, Stanley Phillip	Spartanburg, S. C.
Migdal, Edward Joseph	Erie, Pa.
Miller, Edmund Solomon Lenhart	Hamburg Pa.
Miller, John Cassel	Allentown, Pa.
Miller, William John, Jr.	Philadelphia, Pa.
Moore, Huber Hanes	China Grove, N. C.
Morris, Lewis Harry	Chester, Pa.
Moss, John Edward	Mobile, Ala.
Motley, Carvelle Douglas	Charleston, W. Va.
Munson, Thomas Tefft	Detroit, Mich.
Murphy, William Bailey	Greensboro, N. C.
Murray, Thomas James	Philadelphia, Pa.
Muse, Jesse Phillip	Savannah, Ga.
Myers, Hillman Burnett	West Palm Beach, Fla.
Nance, George Wesley	Asheville, N. C.
Neuberger, Charles Rentall	Maplewood, N. J.
Newbold, Malcolm, Jr.	Manhasset, N. Y.
Newton, Holmes Ely	Summit, N. J.

Nicholas, Donald Yeager	Scranton, Pa.
Nicks, Robert Lee	Cedar Grove, N. C.
Nisbet, Douglass S.	Philadelphia, Pa.
Nothdurft, William Herman	Salamanca, N. Y.
Nyce, Harry Cope	Chester, Pa.
O'Briant, Albert	Durham, N. C.
O'Brien, James Cayne	Rochester, N. Y.
Ogburn, Jean Winton	Durham, N. C.
Ondek, John Paul, Jr.	Pittsburgh, Pa.
Owen, Richard Holland	Clarksville, Va.
Page, Hugh Alexander, Jr.	Claxton, N. C.
Pait, James Albert	Baltimore, Md.
Palmgren, E. Alexander	Charlotte, N. C.
Parke, Orland M., Jr.	Philadelphia, Pa.
Parrish, Leslie Leamon	Carrboro, N. C.
Parzick, Vincent John	Miller's Falls, Mass.
Patterson, George Enslen	Macon, Ga.
Patterson, Richard Anthony	GlennsFalls, N. Y.
Paulsen, Douglas Bernhard	Baldwin, L. I., N. Y.
Payne, Walter Brice, Jr.	Milford, Conn.
Peck, Charles Bert	Washington, D. C.
Pell, Joseph Andrew, Jr.	Pilot Mt., N. C.
Pepper, John Robertson	Memphis, Tenn.
Peterson, Arthur Martin	Lynchbrook, N. Y.
Pettengill, Francis Washburne	New York, N. Y.
Pettit, Paul Herschel	Ocean City, N. J.
Phinney, Carlton Clifford	Newtonville, Mass.
Pierson, Corydon Boyd	Caribou, Maine
Plumb, Charles Seymour	Edgewood, R. I.
Plump, John H.	Pearl River, N. Y.
Podger, Kenneth Arther	Kenmore, N. Y.
Poggi, Robert Roger	Tenafly, N. J.
Pohl, Herbert Ackland	Rutherford, N. J.
Porreca, Nicholas Francis	Gardner, Mass.
Portz, John Taylor	Pottsville, Pa.
Post, Edward Ernest	Shelby, N. C.
Pruitt, Charles Eugene	Frederick, Md.
Ramsey, William Horn II	Bryn Mawr, Pa.
Rhode, Judson Cyrus	Reading, Pa.
Rice, Leaming Moore, Jr.	Wildwood, N. J.
Rich, Walter Ovington	Port Henry, N. Y.
Ricks, William Pittman	Rocky Mount, N. C.
Ritis, William John	Chicago, Ill.
Ritter, Thomas Frederick	Belvidere, N. J.
Roberts, Rufus Winston	Birmingham, Ala.
Rockett, Ralph Leon	Gastonia, N. C.
Roesch, Philip King	West New Brighton, N.Y.
Rogers, Edwin Davis	Marlton, N. J.
Rue, William Hansell	Bryn Mawr, Pa.

Russell, Philip Mosely	Durham, N. C.
Sanders, James Robert	Smithfield, N. C.
Sapp, Clarence Joseph	Albany, Georgia
Satterfield, Frank Griffin, Jr.	Durham, N. C.
Scales, Joe Andrew	Monroe, N. C.
Scarborough, Henry Baldwin	Mt. Gilead, N. C.
Schaub, Berkley Victor	Westfield, N. J.
Scott, George Ryland	Detroit, Mich.
Scott, John Green, Jr.	Tamaqua, Pa.
Scull, Thomas Robinson	Somers Pt., N. J.
Shapiro, Martin Zachary	New York, N. Y.
Sharkey, Norman Stone	Lynbrook, N. Y.
Sharp, James Henderson	Fairchance, Pa.
Shaw, Philip Sidell	Lawrence, Mass.
Shehan, William Mason, Jr.	Easton, Md.
Shelnutt, Harold Harper	Tryon, N. C.
Shemet, Alexander Michael	Jamaica, L. I., N. Y.
Shepherd, Ashley Lee	Bristol, Md.
Shields, Richard Allen	Lewes, Del.
Shore, Culver Cary	Greensboro, N. C.
Shrapnel, Bliss Calcliffe	Balboa Heights, Canal Zone
Shuff, Charles Wesley III	Greenville, N. C.
Simmons, William Pinckney	Bainbridge, Ga.
Simpson, Stuart H.	Hightstown, N. J.
Sippel, William Lawrence	Baltimore, Md.
Skofield, Richard Harris	Hampton, Va.
Slay, James Matthew	Greenville, N. C.
Slingluff, Hambleton, Jr.	Upper Montclair, N. J.
Smith, Haddon Hartung	Maplewood, N. J.
Smith, James Claudius	Whiteville, N. C.
Smith Kirby, Jr.	Washington, D. C.
Smith, Walter Aldine	West New Brighton, N. Y.
Smoot, William Irwin	Seaford, Del.
Snyder, George Peter, Jr.	Ridgeville, N. J.
Soltmann, Everett George	New Rochelle, N. Y.
Southgate, Thomas Fuller	Durham, N. C.
Speir, Ross Clarence	Birmingham, Ala.
Stamey, Robert Henry	Lawndale, N. C.
Steenrod, Robert Lee	Liberty, N. Y.
Steiger, Howard Paul	Williamsport, Pa.
Stephenson, David Perry	San Antonio, Texas
Stevenson, Robert Mahaffy	Clearfield, Pa.
Stewart, Jack Morris	Palestine, Texas
Stewart, Robert Plummer	Charlotte, N. C.
Stone, Robert Harriss	Wilmington, N. C.
Stube, Willam Masten	Niagara Falls, N. Y.
Sullivan, Henry Glenn	Anderson, S. C.
Sutherland, Archie Reid	Clintwood, Va.

Swan, Charles Willard	Stonewall, N. C.
Taliaferro, Richard McCullock	Columbia, S. C.
Tennant, Dudley Noel	Rochester, N. Y.
Thoman, John Beck	Youngstown, Okla.
Thompson, Haydn Neal	Miami, Florida
Thornton, Wilfred Harkness	Jackson, Ga.
Timmons, John Redden	Columbia, S. C.
Topping, Munford Ellis	New York, N. Y.
Trakas, Billy Andrew	Gastonia, N. C.
Trakas, Sam Andrew	Gastonia, N. C.
Turlington, David James	Clinton, N. C.
Tuttle, John Spencer	Bayonne, N. J.
Upchurch, Herbert Jackson	Durham, N. C.
Vail, Charles Rowe	Ocean City, N. J.
Vales, Oswaldo Ernesto	Merida, Yucatan, Mexico
Vann, Robert R., Jr.	Waycross, Ga.
Van Nostrand, Norman Wyckoff	New York, N. Y.
Van Wiemokly, Seymour	Morristown, N. J.
Vaughn, Carl Edison	Park Ridge, Ill.
Verstraten, Giles Henry	New York, N. Y.
Walter, Clark, Jr.	Washington, D. C.
Watson, Alton Barnett	Jamaica, N. Y.
Weafer, Kenneth Albert	Woburn, Mass.
Weagly, Kenneth Dinwiddie	Waynesboro, Pa.
Webb, Harmon Mears	Philadelphia, Pa.
Weil, Richard Frederick	Buffalo, N. Y.
Weinstein, Milton Nathaniel	Atlanta, Ga.
Welfare, Bradley Lamar, Jr.	Winston-Salem, N. C.
Wentz, Willard William	Schoolfield, Va.
Weston, Robert Lewis	Kensington, Md.
White, Charles Edgar	Hertford, N. C.
White, George Windell, Jr.	Baltimore, Md.
Whitmore, Austin Robert	Toledo, Ohio
Wilkinson, Robert Austin	Millburn, N. J.
Williams, Luther King	Durham, N. C.
Williams, William Robert	Laurel, Dela.
Wilson, Donald Ross	Greenlawn, N. Y.
Winton, Ernest Avery	Miami Beach, Florida
Witcover, H. Wallace	Darlington, S. C.
Witt, Henry David	Boston, Mass.
Womble, William Fletcher	Winston-Salem, N. C.
Wood, Robert Cary	Lewisburg, W. Va.
Worman, Truman Harry	Nazareth, Pa.
Wright, John Malcolm	Westfield, N. J.
Wright, Walter Caldwell, Jr.	Wenonah, N. J.
Wunder, Clarence Edmund, Jr.	Ardmore, Pa.
Zambone, Joseph Harry	Vineland, N. J.
Zehnder, Charles Walter, Jr.	Bellevue, Pa.

JUNIOR CLASS

Ackley, Charles Wiley	Vineland, N. J.
Ancrum, Calhoun, Jr.	Quantico, Va.
Andrus, Frederick Henry	Akron, O.
Atherton, Charles Lawrence	Peeksville, N. Y.
Bagwell, Larry Edward	Raleigh, N. C.
Ballenger, Charles Pendleton	Greenville, S. C.
Bandel, Warren Edward	Baltimore, Md.
Barnham, Ernest Dudley, Jr.	Newark, N. J.
Bart, Othmar Blasius	East Orange, N. J.
Barwick, William James	Bay Shore, N. Y.
Bearse, Irving Wood	Hyannis, Massachusetts
Bell, William Gowrie	Ogdensburg, N. Y.
Bellaire, Richard Phillips	Daytona Beach, Fla.
Bender, Henry Schwehm	Germantown, Pa.
Beneke, George Frank	Wheeling, W. Va.
Bernstein, Elihu Bernard	Burlington, N. C.
Bernstein, Jess	Bayonne, N. J.
Black, James Carter	Durham, N. C.
Blair, Andrew Lane	Weston, W. Va.
Blalock, Uriah Benton, Jr.	Raleigh, N. C.
Blizel, Albert Joseph	Cleveland, O.
Boepple, Theodore	New York, N. Y.
Bostock, James Franklin	Arlington, N. J.
Bowen, Cawthon A.	Nashville, Tenn.
Bowman, William Fleming	Aberdeen, N. C.
Brandon, J. Max, Jr.	Catawba, N. C.
Bratzel, Frederick Ernst, Jr.	Ft. Lauderdale, Fla.
Brown, Albert Franklin	Marshfield, Mass.
Brown, Lester Raymond	Lykens, Pa.
Brumbach, William Keefer	Belleville, N. J.
Bucher, Glenn Ernest	Akron, O.
Burford, Albert Lee, Jr.	Texarkana, Texas
Burge, Robert, Jr.	Westfield, N. J.
Burnham, Charles Louis	Mystic, Conn.
Byrne, William Deminger	New Rochelle, N. Y.
Cady, Fred	Syracuse, N. Y.
Cameron, Ross Biles	Rising Sun, Md.
Cann, Richard McDonald	Greensboro, N. C.
Carl, George	Poughkeepsie, N. Y.
Caruso, Lawrence Joseph	Brooklyn, N. Y.
Caton, William David, Jr.	Durham, N. C.
Chalk, Skinner Ambrose	Morehead City, N. C.
Clark, William Graves, Jr.	Gloucester, Mass.
Cline, Roland Haines	Haines City, Fla.
Coan, John Otts, Jr.	Winston-Salem, N. C.
Cole, John Totterdale	Warren, O.
Cooey, Edward William	Wheeling, W. Va.

Cooper, Gerald Rice	Durham, N. C.
Cottler, Frank	Chelsea, Mass.
Crawford, William Gordon	Detroit, Mich.
Cruikshank, Ernest	Raleigh, N. C.
Cummings, John Cotton	Detroit, Mich.
Cunningham, William Kenneth, Jr.	Appomattox, Va.
Cutter, Weston, Jr.	Mansfield, O.
Dailey, Carroll Osburne	Sussex, N. J.
Daniel, James Martin	Henderson, N. C.
Daugherty, Robert Hicks	Cape Guardian, Mo.
Dearborn, James Andrew	Warren, O.
Dick, Robert H.	Canton, Ga.
Dodd, Roberts K.	Allentown, Pa.
Dortch, O. Lawrence	Columbia, Tenn.
Dunlap, Ernest B., Jr.	Lawton, Okla.
Dunstan, Forrest Vaughan	Elizabeth City, N. C.
Eagles, Archie Yelverton	Wilson, N. C.
Eberly, Charles Clyde	Chester, Pa.
Edwards, Malcolm	Scarsdale, N. Y.
Everhart, Wilson Christian	Lemoyne, Pa.
Everitt, George Bain	Winnetka, Ill.
Failing, George Reed	Luke, Md.
Ford, Joseph B., Jr.	Savannah, Ga.
Forrest, Russell John	Bloomfield, N. J.
Funkhouser, Lewis Orrick	Hagerstown, Md.
Gallup, Darwin Colburn	Pittsfield, Mass.
Gent, Lawrence Louis	Cold Springs, N. Y.
Gerhart, Lewis Warren	Philadelphia, Pa.
Getz, Howard Robert	Nazareth, Pa.
Gibbons, John Albert	Durham, N. C.
Gilbert, Bonn Arthur	Chevy Chase, Md.
Ginn, Stephen Arnold	Royston, Ga.
Gouldman, Clyde Clements	West Point, Va.
Graves, Thomas Williams	Wilson, N. C.
Griffin, Richard Pearce	Swarthmore, Pa.
Hague, Frederick Flowers	Columbus, O.
Hale, Irwin Reade	Greenfield, Mass.
Harding, Alfred John	New York, N. Y.
Harris, Henry Laurens	Albemarle, N. C.
Hascall, Frank Lacy	Goshen, Ind.
Hastings, Bruce Colin	LaGrange, Ill.
Hatch, James Mack, Jr.	Belmont, N. C.
Hathorn, John Reynolds	Ballston Springs, N. Y.
Hawks, Byron Lovejoy	New York, N. Y.
Henderson, Hayward Webb	Lynchburg, Va.
Henry, James Edward	Nazareth, Pa.
Herb, Thomas William	Wyomissing, Pa.
Heroy, John Newman	White Plains, N. Y.
Hiatt, Joseph Spurgeon	Gastonia, N. C.

Hodde, William Sabine	Highland Park, Md.
Holman, Yerby Rozelle	Memphis, Tenn.
Horton, Richard Emmett	Peekskill, N. Y.
Hoyle, Enoch Marvin	Durham, N. C.
Hoyle, Robert Turner	Durham, N. C.
Huiskamp, William Logan	Keokuk, Ia.
Huling, Porter Brown, Jr.	Williamsport, Pa.
Hulme, John William, Jr.	Jackson Heights, N. Y.
Jayne, Ben Waite	Detroit, Mich.
Jayne, Bilton George	Detroit, Mich.
Johnson, Rolf Elmo	Harrisburg, Pa.
Kauffman, Sidney Lloyd	Swarthmore, Pa.
Keator, Frederic Roggen	Wayne, Pa.
Keith, Gilbert Lewis	Wilmette, Illinois
Kennedy, Robert James	Hillis, N. Y.
Kernodle, Harold Barker	Elon College, N. C.
Killen, Arthur Houghton	Flushing, N. Y.
Kimbell, Isham, Jr.	Northport, N. Y.
Klove, William Noah	Oak Park, Ill.
Kolb, Harvey Arthur	Congers, N. Y.
Kramer, Donald Main	South Temple, Pa.
Kraushaar, Lloyd	Rochester, N. Y.
Kunkle, Charles William, Jr.	Johnstown, Pa.
Kurtz, Harold Keller	Charleston, W. Va.
Laird, Knight	Jonesboro, Ark.
Laird, Raymond Winfield	Gulfport, Miss.
Lamb, Harold L.	Bluefield, W. Va.
Latchem, Charles Wells	Washington, Ia.
Lee, Arthur Carl, Jr.	Charlotte, N. C.
Lemperly, Charles Loring	Lakewood, O.
Lewis, William Allen	Durham, N. C.
Litle, Francis	Washington, Pa.
Little, Robert Anderson	Southville, N. C.
Long, John Arthur	Newell, N. C.
Lowe, James Russell	Elon College, N. C.
Lucas, Paul Warren	Durham, N. C.
Lush, Stephen Stringer	Mahwah, N. J.
McCallister, Charles Maxwell	Youngstown, O.
McCaskill, Samuel Gault	Camden, S. C.
McClain, John Robert	Philadelphia, Pa.
McClelland, Roswell Dunlap	Asheville, N. C.
McCrary, John Raymond	Lexington, N. C.
McGrail, Myles Francis	Brookline, Mass.
McKinney, Robert Fremont	Scranton, Pa.
McPharlin, Michael G. H.	Grand Rapids, Mich.
McQuade, Samuel George	Morristown, N. J.
MacQuarrie, Alan Mills	Upper Montclair, N. J.
Mallard, Robert Lester	Pollocksville, N. C.
Maness, Paul Franklin	Snow Hill, N. C.

Mann, Oliver DeWitt II	Whitakers, N. C.
Marion, Jeremiah Richard, Jr.	Siloam, N. C.
Martin, William Christian	Rocky Mount, N. C.
Mason, Herbert Alexander	Durham, N. C.
Maxwell, Lylton Ethridge	Pink Hill, N. C.
Mazuy, Frank Elie	Newton, N. J.
Meacham, B. Franklin	Roberdell, N. C.
Meiklejohn, Robert, Jr.	Westfield, N. J.
Mervine, Robert Charles	East Orange, N. J.
Messick, James Bell	Smyrna, Del.
Meyer, Francis P.	St. Petersburg, Fla.
Miller, Robert Plato	Lincolnton, N. C.
Moore, John Shelby	Clarksburg, W. Va.
Moorey, Ernest Thompson	Bridgeport, Conn.
Morelock, George Leslie, Jr.	Nashville, Tenn.
Morris, Robert Moon	Philadelphia, Pa.
Moser, Romer Folger	Zebulon, N. C.
Mossburg, Eugene Hyatt	Chevy Chase, Md.
Mullen, Daniel Edward	Brewster, Mass.
Naktenis, Peter Ernest	Hartford, Conn.
Nanzetta, Leonard	New York City
Nathanson, Norman	Long Branch, N. J.
Newman, Glenn Carraway	Clinton, N. C.
Nusbaum, Herbert Strassburg	Clarksburg, W. Va.
Oliver, Edgar Joseph	Savannah, Ga.
Ormond, John Kern	Durham, N. C.
Ouzts, James Wilmer	Marion, N. C.
Owens, William Geiger	Clarksburg, W. Va.
Page, Jack Ward	Rowland, N. C.
Paist, John Brooks, Jr.	Lansdowne, Pa.
Parish, George Russell	San Antonio, Texas
Parsons, Thomas Clayton	Altoona, Pa.
Peck, Robert Lawrence	Binghampton, N. Y.
Peek, Cecil McIntosh	Weaverville, N. C.
Perry, Clifford Webster	Winston-Salem, N. C.
Phipps, Roy Mangum	Rocky Mount, N. C.
Picaso, Don Alfred	Brooklyn, N. Y.
Piper, Richard Clay, Jr.	Ridgewood, N. J.
Pittman, DeWitt Kenneth	Morvin, N. C.
Polack, Ernest Henry II	York, Pa.
Potter, Elisha Lindsay, Jr.	Wilmington, N. C.
Powell, Joseph Gilpin	Moorestown, N. J.
Powell, Rufus Heflin III	Durham, N. C.
Puryear, Alan Christian	Washington, D. C.
Rague, James Thomas II	Queens Village, N. Y.
Raisley, Willard Ausbon	Upper Darby, Pa.
Reavis, William Farrell	Waycross, Ga.
Richardson, George Douglas	Ashland, Ky.
Richey, McMurry	San Benito, Texas

Roberts, William Howard	Brooklyn, N. Y.
Robinson, Henry Schroeder	Upper Montclair, N. J.
Ross, John Stevenson	Queens Village, N. Y.
Roush, Harry	Winston-Salem, N. C.
Runner, Earle Irving II	Wheeling, W. Va.
Rushmer, Robert Holyoke	Johnson City, N. Y.
Rutherford, Robert Thornton, Jr.	Charlotte, N. C.
Sager, William A.	Hagerstown, Md.
Saleeby, David Majeeb	Monroe, N. C.
Scattergood, Eugene Robert	Burlington, N. J.
Schaeffer, Edwin H.	Roselle Park, N. J.
Schafer, Daniel Birch	Ft. Wayne, Ind.
Schminke, Herbert Theodore	Ridgewood, N. J.
Schmitt, Donald Henry	White Plains, N. Y.
Schneeweiss, Carl Herman	Clifton, N. J.
Schuerman, Emil Lee	Leonardo, N. J.
Schuhr, Harry Charles, Jr.	Buffalo, N. Y.
Sellers, Thomas Duncan	Norfolk, Va.
Shafer, Garfield, Jr.	Norfolk, Va.
Shortell, John Joseph	Hartford, Conn.
Siceloff, William Covington	High Point, N. C.
Simpson, Paul Erwin	Ridgewood, N. J.
Sinclair, Charles Thomas, Jr.	Carthage, N. C.
Sizemore, Frank Julian	High Point, N. C.
Smith, Caleb Van Wyck	Rockville Centre, N. Y.
Smith, Edward Walter	Memphis, Tenn.
Smith, Sidney Douglas	Dunn, N. C.
Smith, Thornton Beckham	Durham, N. C.
Smith, Thomas Walter	Rio de Janeiro, Brazil
Smithdeal, William Travis, Jr.	Richmond, Va.
Snellgrove, Harold Sinclair	Meridian, Miss.
Somers, Frank Colton III	Haddonfield, N. J.
Soper, Elgar Clyde	Olney, Md.
Speicher, George Franklin, Jr.	Rockwood, Pa.
Stallings, Edgar Robert	Augusta, Ga.
Stallings, Oscar Grant	Augusta, Ga.
Stanbury, John Bruton	Greensboro, N. C.
Steeg, Louis Albert, Jr.	Toledo, O.
Stritzinger, Theodore Leopold	Norristown, Pa.
Sutherland, George Foster	Clintwood, Va.
Swiger, Ernest Cullimore	Clarksburg, W. Va.
Tabb, Horace English	Elizabethtown, Ky.
Taylor, Edward Cyrus	Dante, Va.
Taylor, Ralph Albert	Summit, N. J.
Terry, Harold Knight	Bahama, N. C.
Thomas, Roy Zachariah, Jr.	Rock Hill, S. C.
Townsend, Curtis William	Port Richmond, N. Y.
Trader, William Dalzell	Elmira, N. Y.
Trainor, Joseph Allen, Jr.	High Bridge, N. J.

Turner, William Woodfill, Jr.	Montclair, N. J.
Turpit, William James	Hastings, Neb.
Vales, Carlos Fernando	Merida, Yucatan, Mexico
Venning, William Lucas, Jr.	Greensboro, N. C.
Wagner, Benjamin Carver	Hanover, Pa.
Wall, Roger Hull	San Juan, Puerto Rico
Walsh, Charles Henry	Burlington, Ia.
Walsh, Robert Eugene	Elmira, N. Y.
Warren, Charles Ransome	Chatham, Va.
Washer, Chandler Coates, Jr.	Maplewood, N. J.
Watson, John Clarence, Jr.	Charlotte, N. C.
Weathers, Henry Lee	Shelby, N. C.
Weaver, Charles	Lansing, N. C.
Webb, John Maurice	Durham, N. C.
Webb, Roderick Cameron	St. Petersburg, Fla.
Weinheimer, Jack Anthony	Sea Bright, N. J.
Weinstein, Nathan Irving	St. Augustine, Fla.
Weintz, Walter Henry	Austinville, Va.
Wentz, Earle Jerry, Jr.	Schoolfield, Va.
Wesselhoft, Carl Rudolph	Bay Shore, N. Y.
White, George Edward, Jr.	Bradenton, Fla.
Whiting, Herbert Griffin	Mountain Lakes, N. J.
Whitley, Robert Mason, Jr.	Stansburg, N. C.
Whittington, Victor Russell	Lillington, N. C.
Wildnauer, Fred August	East Orange, N. J.
Williams, Cecil Anderson	Chicago, Ill.
Williams, John Howard	Providence, R. I.
Williams, Melvin John	Durham, N. C.
Wilson, Alexander Gray	Indiana, Pa.
Wilson, Edwin Sherwood	Roseland, Va.
Woltz, Sidney	Weehawken, N. J.
Woodruff, William Eggleston	Winston-Salem, N. C.
Woolf, Herbert Melvel	Providence, R. I.
Wren, James Clay	Siler City, N. C.
Wright, A. Lyman, Jr.	Williamsport, Pa.
Wright, Frederick Christian, Jr.	Hagerstown, Md.
Wright, Harry Bushey, Jr.	Preston, Md.
Wright, William Beverly	Raleigh, N. C.
Yelverton, William Norman	Eureka, N. C.
Zoeckler, Count Lee	Wheeling, W. Va.

SENIOR CLASS

Abell, James Guy	Smithfield, N. C.
Abugel, Michael	Norwich, Conn.
Aldridge, Julian McClees	Durham, N. C.
Allardice, James Barclay	Mountain Lakes, N. J.
Anderson, Charles Albert	Winchester, Va.
*Anderson, Glenn Elwood	Asheville, N. C.

* Completed requirements for graduation in Summer School, 1934.

Anderson, Norman LaRue	Durham, N. C.
Archbold, Ronald Walter	Cleveland, O.
Armstrong, Clarence William	Washington, D. C.
Armstrong, Warren Putnam	Fort Bragg, N. C.
Atkins, John Leslie, Jr.	Durham, N. C.
Atkinson, Richard Jasper	Elkin, N. C.
Bangle, Floyd Wilson Dowd	Charlotte, N. C.
Baxter, Paul Preston Byron	Stanhope, N. J.
Beatty, Charles David	Pittsburgh, Pa.
*Beilin, William G.	New York City
Belue, Marion Walter	Gastonia, N. C.
*Bennett, Elmer Shaner	Crafton, Pa.
Beville, Stuart McGuire	Blackstone, Va.
Biddle, Robert Martin	Parkersburg, W. Va.
Blair, Joseph Reese	Troy, N. C.
Boyd, Robert Alexander, Jr.	Beckley, W. Va.
Brennan, James Joseph, Jr.	Philadelphia, Pa.
Brewster, James Pendleton	Newnan, Ga.
Bridgers, Everett Roland	Wilson, N. C.
Brillinger, Joseph Groff	York, Pa.
Britton, Orrin Calvin, Jr.	Durham, N. C.
Budd, Allen Clark	Chipley, Fla.
Burke, William Miller	Meriden, Conn.
*Campbell, John Wood, Jr.	New York City
Carman, Blaine Harry	Bloomfield, N. J.
Casper, Philip Wilson	Pittsburgh, Pa.
Cayer, David	Elizabeth, N. J.
Cleveland, Theron Clair, Jr.	Greenville, S. C.
Conrad, Walter Eugene	Lexington, N. C.
Coone, Lon Albert	Marion, N. C.
*Cordray, William Henry	Philadelphia, Pa.
Cottingham, John Colin	Dillon, S. C.
*Craft, Ernest Judson, Jr.	Bridgeport, Conn.
Crawley, Frank Richard	Dalton, Ga.
Crist, Bertrand Robert	Altoona, Pa.
Crone, Roy Chester	Detroit, Mich.
Dailey, Fred Dixon	Sussex, N. J.
Dale, Charles Shelby	Portsmouth, O.
Dameron, William Henry	Warrenton, N. C.
Dein, Morris	Atlantic City, N. J.
Dilworth, Paul Erdman	Upper Darby, Pa.
Dodd, Albert Sidney, Jr.	Rome, Ga.
Dovey, Charles Samuel, Jr.	Philadelphia, Pa.
Downing, Jere Robert	Kennebunk, Me.
Edwards, Charles William, Jr.	Durham, N. C.
Edwards, Daniel Kramer	Durham, N. C.
Ethridge, William Carl	Kinston, N. C.
Eubank, Hampton F.	Hudgins, Va.

* Completed requirements for graduation in Summer School, 1934.

Exum, William Allen	Snow Hill, N. C.
Feierabend, Robert Frederick	Poughkeepsie, N. Y.
Ferguson, Gerald Wellington	Brewster, N. Y.
Few, Lyne Starling	Durham, N. C.
Fleischer, Robert Paul	Hartford, Conn.
Flemister, Launce Johnson	Atlanta, Ga.
Gabel, Frederick Daniel	White Plains, N. Y.
Garrison, John Leland	Durham, N. C.
*Gibson, Raleigh Jack	Shawboro, N. C.
Givens, Ralph Pearson	Abington, Pa.
Goldberg, Alvin Jack	Augusta, Ga.
Grabbe, Eugene	Johnstown, Pa.
Graf, Charles Ferdinand, Jr.	Baltimore, Md.
Grant, John Bynum, Jr.	Andrews, S. C.
Greene, Johnnie Thomas	Durham, N. C.
Haley, Willard George	Punxsutawney, Pa.
Hanger, McCarthy	Bala, Pa.
Hardy, Richard Frank	Trenton, N. J.
Harkness, Blaine Rogers	St. Clair, Pa.
*Harloff, Werner Bernard	Springfield Gardens, Long Island, N. Y.
*Harman, Smith Samuel	Salford, Pa.
Haydock, Homer Hollis	Salem, Mass.
Heffelfinger, Robert	Scranton, Pa.
Helm, James Pendleton, III	Louisville, Ky.
Hendrickson, Horace James	Beaver Falls, Pa.
Herbert, Richard Carl	Harrisburg, Pa.
Heritage, Jack Jaynes	Winston-Salem, N. C.
Herndon, Claude Nash	Greensboro, N. C.
Herring, William Delvin, Jr.	Burgaw, N. C.
Hinshaw, Seth Bennett	Ramseur, N. C.
Hoover, David Cyrus	North Canton, O.
House, Lundy Alwin	Knightdale, N. C.
Howard, William Kenneth	Manchester, N. C.
Howell, John Gross	Thomson, Ga.
Howland, Walter Addis	Montclair, N. J.
Hunter, John Sidney	West Reading, Pa.
Jester, Arthur Mannering	Winston-Salem, N. C.
Jester, Joseph Richardson	Alexandria, Va.
Johnson, Paul Rowe	Attleboro Falls, Mass.
Jones, Frank Brooks	Mayfield, Ky.
Julian, Lloyd Price	Durham, N. C.
Keesee, Thomas Woodfin	Helena, Ark.
Keller, Albert Freed	Norfolk, Va.
*Keller, John H.	China Grove, N. C.
Kelley, William Arlington	Moultrie, Ga.
Keown, Robert Millan	Harrisburg, Pa.
Kincheloe, Robert Lee	Clarksburg, W. Va.

* Completed requirements for graduation in Summer School, 1934.

Kirby, Davis Clark, Jr.	Trappe, Md.
Kirk, Philip Moore	Mocksville, N. C.
*Klayer, George Edward	New Gardens, Long Island, N. Y.
*Klein, James Raymond	Baltimore, Md.
Kmetz, John Richard	Sharon, Pa.
Kneipp, Robert Frederick	Washington, D. C.
Lacks, Samuel Leonard	Forest, Miss.
Lehr, Clarence Garfield	Baltimore, Md.
Leitner, Kermit Landis	Harrisburg, Pa.
Lennox, John Charles	Savannah, Ga.
Lineberger, Sheril Mundy	Shelby, N. C.
Livengood, Norman Blackwell	Durham, N. C.
Long, William H.	Somerville, N. J.
Macfarlane, Graham, Jr.	Asheville, N. C.
*McLain, Ralston, Jr.	Swarthmore, Pa.
McNeil, Donald Gerard	Bradley Beach, N. J.
Marcks, Morris Steinberg	Augusta, Ga.
*Martin, John Allison	Lake Forest, Ill.
Martin, James Burwell	Durham, N. C.
*Martin, Russell Penn	Jamesville, N. C.
Matthews, Robert Kennon	Nishinomija-Shigai, Japan
Mattocks, Theodore Roosevelt	Maysville, N. C.
May, Reynolds	Dothan, Ala.
Michael, David Arthur	Nazareth, Pa.
Miller, Henry Meyer	Harrisburg, Pa.
Miller, Stuart Forshay	Newark, N. J.
Mitchell, Donald Willis	Hampton Beach, N. H.
Monroe, Cleaveland Hungerford	Hempstead, N. Y.
Montgomery, Alexander Brooks	Elizabethtown, Ky.
Moorhead, John Lynn	Sunbury, Pa.
*Morrill, Joseph Collier	Charlotte, N. C.
Moseley, Carlos DuPre	Spartanburg, S. C.
Munson, Henry Ten Eycke	Detroit, Mich.
*Narbeth, Arthur Benjamin	Swarthmore, Pa.
Newton, Orson Benjamin, Jr.	Cambridge, Md.
Nixon, Robert Pleasants	Rome, Ga.
Norstrom, Orrin Bruce	Flushing, L. I., N. Y.
O'Connell, John Belton	Fort Bragg, N. C.
Oswald, James Lawton, Jr.	Allendale, S. C.
Pace, William Heck, Jr.	Chevy Chase, Md.
*Pankey, William Allen, Jr.	Bluefield, W. Va.
Partridge, Elbert	Mt. Airy, N. C.
Pearson, George Albert, Jr.	Chicago, Ill.
*Phibbs, Andrew Frank, Jr.	Greensboro, N. C.
Phillips, Robert Stanley	York, Pa.
Pimper, Theodore Denham	Chevy Chase, Md.

* Completed requirements for graduation in Summer School, 1934.

Powell, Robert Calvin	Lenoir, N. C.
Prindle, Harrison	Washington, D. C.
Pruner, Harold Wellesley	Litchfield, Conn.
Rahall, N. Joe	Beckley, W. Va.
Rankin, James Whiton	Gastonia, N. C.
Ray, Kelvin J.	Brewster, N. Y.
Reichman, Alexander Alfred	Washington, D. C.
*Revercomb, Everett Eugene	McLean, Va.
Reynolds, Alphonzo Curry	Asheville, N. C.
Rigsby, Robert Leslie	Washington, D. C.
Rink, James Edward	Winston-Salem, N. C.
Roebuck, Maurice Edward	Hot Springs, Ark.
Rogers, Thomas Tinsley	Hinton, W. Va.
Rogol, Sam	Williston, S. C.
Rouse, William Dorland	Williamsport, Pa.
Ruby, Ellison Averill	Jenkintown, Pa.
Ruff, Nathan Carl	Woodmere, N. Y.
St. Clair, Charles Thomas, Jr.	Punxsutawney, Pa.
Sapp, James Everett, Jr.	Albany, Ga.
Sawyer, Logan Everett	South Mills, N. C.
Schanher, Paul Welstead	Mt. Clemens, Mich.
Schieferly, Joseph Steven, Jr.	Bloomfield, N. J.
Scott, Charles Ernest	Greensboro, N. C.
Severance, Harry Wells	Lake City, S. C.
Sharp, Thomas Kendrick	Black Mountain, N. C.
Shore, Philip Linus, Jr.	Greensboro, N. C.
Silver, William Solan	Augusta, Ga.
Sisk, Beattie Avery	Durham, N. C.
Slaughter, Thomas Foster, Jr.	Washington, D. C.
Smith, Edwin Whitman	Norway, Me.
Smith, Fred George	New York City
Smith, Ned Raeford	Winston-Salem, N. C.
Stanley, Allen Edward, Jr.	Greensboro, N. C.
*Stauffer, Henry Brooke	Washington, D. C.
Stewart, Donald Albert	Elizabeth, N. J.
Stillman, John Hastings	Troy, N. Y.
Stoneburner, Clifton G.	Rosslyn, Va.
Storm, Bayard Hancock	Charlotte, N. C.
Storms, Richard Edward	Oradell, N. J.
Styers, James Henry	Winston-Salem, N. C.
Swaringen, George Hubert	Norwood, N. C.
Tarrall, Elmer	Norfolk, Va.
Taylor, Henry Liles	Milledgeville, Ga.
Taylor, Herbert Gelfrey	Oxford, N. C.
Taylor, Robert Rives, Jr.	Greenville, N. C.
*Thomas, Robert Russell, Jr.	Oak Hill, W. Va.
Thompson, William, Jr.	New Bedford, Mass.
Tice, Paul Meredith	Williamstown, N. J.

* Completed requirements for graduation in Summer School, 1934.

Timberlake, Joe Elmore	Columbia, S. C.
Turner, John Norman, Jr.	Creedmoor, N. C.
Turner, Larry	Rocky Mount, N. C.
Tyler, Samuel Gwathmey	Louisville, Ky.
*Unsworth, Philip Munyan	Vineland, N. J.
Viol, Jackson McChesney	South Orange, N. J.
Wade, Robert Clark	East Orange, N. J.
Wadsworth, Raymond Harry	East Orange, N. J.
Waggoner, John Philip, Jr.	Charlotte, N. C.
Wagner, Bernard A.	New Oxford, Pa.
Wagner, Tyrus Irwin	West Fairview, Pa.
Walker, William Torrey, Jr.	Moorestown, N. J.
Ward, George Warner	Bradenton, Fla.
Watkins, George Patten	New Rochelle, N. Y.
Wauters, John William	Bayonne, N. J.
Weems, Benjamin Burch	Wonsan, Korea
Welsh, Barnard Talbott	Rockville, Md.
West, Walter Brownlow, Jr.	Asheville, N. C.
Wharton, George Willard, Jr.	Upper Montclair, N. J.
White, Bart	Murfreesboro, Tenn.
Wigley, Arthur Browning	Margate, N. J.
*Wikoff, David Ellsworth	Atlanta, Ga.
Williams, Martin Braxton	Richmond, Va.
*Williams, Marvin, Jr.	Marietta, Ga.
Wilson, John Woodrow	Durham, N. C.
Winstead, Luther Voight	Washington, D. C.
Wood, Ernest Harvey	New Bern, N. C.
Woodall, John Burwell	Fayetteville, N. C.
Young, Charles Holt	Raleigh, N. C.

SPECIAL STUDENTS 1934-35

Drakeford, William White	Durham, N. C.
Ferrell, Guy H.	Durham, N. C.
Leathers, Harland F.	Bangor, Me.
Measamer, Edwin Harold	Rougemont, N. C.
Napier, William	Wilmington, N. C.
Persons, Walter S.	Durham, N. C.
Rowe, Francis Turner	Hillsboro, Md.
Smart, G. Ford	Troy, Ala.
Watson, George Archibald, Jr.	Crawford, N. J.

THE WOMAN'S COLLEGE

FRESHMAN CLASS

Abel, Emily Regina	Scarsdale, N. Y.
Adams, Margaret Louise	Esterly, Pa.
Aitken, Lois Ethel	South Orange, N. J.
Alden, Priscilla	Boston, Mass.

* Completed requirements for graduation in Summer School, 1934.

Allen, Jayne Kathryn	Miami, Fla.
Atzrodt, Rebecca Anne	Clarksburg, W. Va.
Auld, Fan	Charleston, W. Va.
Baggs, Genevieve Clem	Newark, O.
Baldwin, Margaret Louise	Durham, N. C.
Barbee, Evelyn Lona	Durham, N. C.
Barneycastle, Madeline	Hillsboro, N. C.
Barrett, Sara	Durham, N. C.
Beall, Patricia	Fort Wayne, Ind.
Becker, Kathryn	Highland Park, Ill.
Beebe, Estella Thomson	Lewes, Del.
Bell, Mary Clarke	Greensburg, Pa.
Bender, Mary Charlotte	Lititz, Pa.
Benton, Doris Annette	Fremont, N. C.
Berkey, Lois Irene	Ridley Park, Pa.
Berkowitz, Sylvia	Allentown, Pa.
Bierstein, Marie Therese	Shenandoah, Pa.
Birdsall, Verna	Farmingdale, N. J.
Bishop, Marguerite Elizabeth	Greensboro, N. C.
Bishop, Virginia Eleanor	Vineland, N. J.
Blanchard, Lillian Carroll	Hertford, N. C.
Bliss, Joan	Nashville, Tenn.
Bloecker, Alma Marie	Westmont, N. J.
Blossfeld, Dorothy Elizabeth	West Englewood, N. J.
Bogert, Elizabeth Jane	Ridgewood, N. J.
Bond, Frances Gertrude	Durham, N. C.
Bounds, Ann	Philadelphia, Pa.
Brahany, Mary Jane	Washington, D. C.
Brooker, Roberta May	Evanston, Ill.
Buchanan, Dorothy Elaine	Buchanan, N. Y.
Buck, Mary Elizabeth	Gainesville, Fla.
Buell, Marion	Rochester, N. Y.
Buffington, Mary Adelaide	Berkshire, N. Y.
Burgess, Ellen Knowles	Worcester, Mass.
Bussey, Mary Whitmell	West Palm Beach, Fla.
Butler, Frances Louise	Camilla, Ga.
Campbell, Jean Edith	Douglaston, L. I., N. Y.
Carr, Ellen Agnes	Aliquippa, Pa.
Carrington, Billie Howells	Wallaston, Mass.
Carter, Mary Elizabeth	Nashville, Tenn.
Carter, Virginia	Wadesboro, N. C.
Chapman, Lucy Lake	Richmond, Va.
Church, Elizabeth Taylor	Meriden, Conn.
Clarke, Erin O'Neal	Macon, Ga.
Cleaver, Helen Paul	Merion, Pa.
Clements, Madge Mershon	Buena Vista, Ga.
Cockrell, Margaret Helen	Detroit, Mich.
Coffman, Julia Gray	Clarksburg, W. Va.
Cole, Jeanne Edgar	Collingswood, N. J.

Cooley, Eleanor Graham	East Falls Church, Va.
Cope, Jane Hissem	McKeesport, Pa.
Couse, Ruth Knight	Baltimore, Md.
Covington, Mary Lindell	Randleman, N. C.
Crosby, Esther	Citra, Fla.
Daniel, Annie Whitty	Durham, N. C.
Davis, Pauline Nichols	Roanoke, Va.
Davison, Zenora Robbins	Chattanooga, Tenn.
Dearstyne, Ruth	Port Chester, N. Y.
DeCamp, Mary Jean	Clarksburg, W. Va.
Dede, Doris	Forest Hills, N. Y.
Diamond, Evelyn Louise	Washington, N. C.
Diamond, Shirley Gladys	Jamaica, L. I., N. Y.
Dick, Dorothy Anita	Copperhill, Tenn.
Dives, Ann Augustine	Shillington, Pa.
Draper, Nona Ruth	Richlands, Va.
East, Jane	Detroit, Mich.
Edwards, Lillian Adelaide	Floral Park, N. Y.
Ellis, Erlene Rebecca	York, Pa.
Ellis, Marjorie Roberts	Jeddo, Pa.
Emerson, Dorothy Elizabeth	Atlanta, Ga.
Eppleman, Margaret Carolyn	Haddonfield, N. J.
Everett, Helen Beatrice	Mahanoy City, Pa.
Fields, Alice Carr	LaGrange, N. C.
Finkelstein, Gertrude	Ballston, Va.
Fite, Jane Rankin	Jasper, Ala.
Forness, Mary Cameron	Drexel Hill, Pa.
Foster, Helen Irene	Asheville, N. C.
Fox, Marguerite Addison	Ardmore, Pa.
Fraser, Elizabeth Ann	Fort Bragg, N. C.
Fridy, Helen Elizabeth	Ridley Park, Pa.
Fulton, Ella Lee	Roanoke, Va.
Fulton, Mary Virginia	Roanoke, Va.
Gibbons, Elizabeth Stott	Wilson, N. C.
Gibson, Patria Blayney	Wytheville, Va.
Gilbert, Betty Gene	Chattanooga, Tenn.
Gould, Marjorie Hickland	Chatham, Pa.
Grainger, Rachel Virginia	Cynwyd, Pa.
Grant, Grace Wilson	West Hartford, Conn.
Gray, Catherine Irene	Cressons, Pa.
Greenwood, Winifred Turner	Melrose, Mass.
Griffin, Mary Virginia	Baltimore, Md.
Hagy, Caroline Elizabeth	Imboden, Va.
Hardwick, Elizabeth	Reading, Mass.
Hardwick, Jane Dickinson	Owensboro, Ky.
Harrison, Eleanor Lucille	Angola, N. Y.
Harvin, Marie Benbow	Summerton, S. C.
Hayward, Doris Virginia	Delanco, N. J.
Hedrick, Dorothy Burl	Salisbury, N. C.

Heiss, Delina Mae	Neffsville, Pa.
Hempelmann, Marion Paula	St. Louis, Miss.
Herrmann, Ruth Oldham	Baltimore, Md.
Hershberger, Anna Long	Luray, Va.
Hill, Dora Leneva	Cuthbert, Ga.
Holden, Charlotte Louise	High Point, N. C.
Holland, Lucille Blakeney	Dallas, N. C.
Holland, Mary Brent	New Bern, N. C.
Holly, Helen Kathrine	Harrisburg, Pa.
Holt, Betty Bartlett	Wayland, Mass.
Hooker, Virginia Elizabeth	Durham, N. C.
Hughes, Ann Miriam	Foxboro, Mass.
Huntington, Eleanor Gertrude	Rutherford, N. J.
Idema, Mary Louise	Grand Rapids, Mich.
Jeffery, Rosamond	Bridgeport, Conn.
Jenkins, Barbara Jane	Scranton, Pa.
Johnston, Nancy Connelly	Birmingham, Ala.
Jones, Emily Elizabeth	New Bern, N. C.
Jones, Lillie Mayo	Wilmington, N. C.
Jones, Louise Lambeth	Charlotte, N. C.
Jones, Margaret	South Norfolk, Va.
Jones, Margaret Louise	Durham, N. C.
Jones, Perry Lee	Norfolk, Va.
Josephs, Frances Rae	Chattanooga, Tenn.
Judd, Frances Elizabeth	Varina, N. C.
Kandetzki, Edna Martha	West Haven, Conn.
Kelleher, Ruth Margaret	Audubon, N. J.
Kenney, Helene Catherine	Ridgewood, N. J.
Kern, Jean Russ	Washington, D. C.
King, Annie Ruth	St. Pauls, N. C.
Kirkland, Dorothy Faucette	Durham, N. C.
Kirkpatrick, Frances Hilda	Salisbury, N. C.
Kirkwood, Merle Aurelia	Hattiesburg, Miss.
Klanick, Mary Josephine	Beaver, Pa.
Klemme, Evelyn Ruth	Belleville, Ill.
Kurtzmann, Beverly Lorraine	Maplewood, N. J.
Lambert, Doris Elizabeth	Ironton, Ohio
Larsen, Doris Vivian	West Englewood, N. J.
Laupp, Ann Louise	Wheeling, W. Va.
Lawrance, Mary Anna	Reading, Pa.
Lawson, Jennie Phipps	South Boston, Va.
Ledbetter, Martha Elizabeth	Rockingham, N. C.
LeGwin, Mary McCullen	Rockingham, N. C.
Leslie, Helen Isabel	New York City
Lewis, Adele Hamilton	Inwood, L. I., N. Y.
Lewis, Helen Germaine	New York City
Lewis, Jessica Helen	Baltimore, Md.
Lippitt, Elizabeth Sloat	Cooperstown, N. Y.
Little, Lena Edwards	Laurel, Md.

Littlejohn, Ethel Thompson	Leesburg, Va.
Love, Oleta Jane	Washington, D. C.
Lundy, Eleanor Ann	Troy, N. Y.
Lyons, Lily Haelig	Long Branch, N. J.
McAdams, Grace Eloise	Belmont, N. C.
MacBride, Lucy Dennett	Nutley, N. J.
McCauley, Jeanne Yvonne	Hagerstown, Md.
McChesney, Ruth	Freehold, N. J.
McComb, Martyne Louise	Bluemont, Va.
Macdonald, Hughrena Christina	New Bern, N. C.
Mangum, Doris Cozart	Rougemont, N. C.
March, Margaret Ann	Mobile, Ala.
Marsden, Harriet Ethel	Chevy Chase, Md.
Martin, Annie Ruth	Union City, Tenn.
Masset, Ruth Irene	Mount Vernon, N. Y.
Mathes, Dorothy Hannah	Upper Montclair, N. J.
Maultsby, Kathleen McKay	Durham, N. C.
Maxwell, Winifred Lantz	Clarksburg, W. Va.
Meiklejohn, Louise Alma	Cheraw, S. C.
Meiners, Dorothy Helen	Rutherford, N. J.
Merz, Mary Frances	Washington, D. C.
Meyer, Gertrude Winafred	Staten Island, N. Y.
Miller, Charlotte Frances	Miami, Fla.
Miller, Dorothy Elizabeth	Bethlehem, Pa.
Miller, Frances Eliza	Bethesda, Md.
Minor, Ruth Henrietta	Batavia, N. Y.
Molloy, Margaret Rush	Ivyland, Pa.
Moneyhun, Ariel	Bristol, Va.
Morton, Margaret	Charleston, W. Va.
Muelberger, Anna Helen	Maplewood, N. J.
Murray, Nell Burkert	Shamokin, Pa.
Myers, Dorothy Davis	Philadelphia, Pa.
Neel, Marguerite Heard	Thomasville, Ga.
Opper, Nellie-Anna	New Rochelle, N. Y.
Ormond, Margaret	Durham, N. C.
Pace, Martha Young	Wilkes-Barre, Pa.
Parker, Emily Virginia	Appalachia, Va.
Parker, Sarah Anne	Vineland, N. J.
Parks, Helen Clare	Roanoke, Va.
Patrick, Margaret Patricia	Mount Washington, Md.
Patrick, Virginia Mary	Mount Washington, Md.
Peters, Grace Lorraine	Lehighton, Pa.
Phillips, Dorothy Leigh	Charlotte, N. C.
Pierson, Ellen Irene	Plainfield, N. J.
Pollard, Betty Frances	Durham, N. C.
Porter, Marion Elizabeth	Durham, N. C.
Potter, Gertrude Willard	Evanston, Ill.
Pratt, Mary Lorena	Winston-Salem, N. C.
Price, Margaret Mathilde	Ridgewood, N. J.

Priest, Virginia Lucy	Onsett, Mass.
Raine, Katherine Zahniser	Rainelle, W. Va.
Rankin, Sara Elizabeth	Gastonia, N. C.
Rashid, Kathryn Hindia	Chautauqua, N. C.
Ratchford, Helen Jeanette	Gastonia, N. C.
Ray, Caroline Tinsley	White Plains, N. Y.
Ray, Rosalyn	Waynesville, N. C.
Raysor, Anna Elizabeth	Asheville, N. C.
Rees, Doris Agnes	Nanticoke, Pa.
Rhea, Ann Elizabeth	Greensburg, Pa.
Richards, Jean	West Hartford, Conn.
Rocke, Helen Elizabeth	Norfolk, Va.
Sachs, Winifred	Hancock, Md.
Salmon, Frances Wade	Ventnor, N. J.
Sauer, Betty Jane	Lakewood, O.
Sawilosky, Gertrude Pearl	Durham, N. C.
Scott, Aileen Dixon	Norfolk, Va.
Scott, Jean Rinehart	Montclair, N. J.
Sellers, Helen Jackson	Merion, Pa.
Sewell, Frances Ava	Atlanta, Ga.
Shields, Lois Natalie	Lewes, Del.
Sidbury, Julia Rowena	Wilmington, N. C.
Slayton, Edith Lucille	Durham, N. C.
Sledge, Frances Evelyn	Whiteville, N. C.
Smadbeck, Carol	New York, N. Y.
Smith, Carolyn Elizabeth	Rocky Mount, N. C.
Smith, Mary Elizabeth	Chattanooga, Tenn.
Smith, Agnes Marie	Durham, N. C.
Smith, Susanna Meredith	Leonia, N. J.
Souders, Mary Elizabeth	Fayetteville, N. C.
Southgate, Loula McDonald	Durham, N. C.
Spangler, Sarah Marie	Hanover, Pa.
Starke, Helen	Ridgewood, N. J.
Stedman, Willie Ruth	Moncure, N. C.
Sticht, Dorothy Johnston	Canajoharie, N. Y.
Stine, Mary Elizabeth	Wilmington, Del.
Stocker, Jean	Brooklyn, N. Y.
Stone, Betty Wyllys	Clarendon, Va.
Stone, Elinor	Charlotte, N. C.
Stowell, Betty Ann	Philadelphia, Pa.
Strauss, Carol Marie	Winston-Salem, N. C.
Stutson, Irene Rose	Suffolk, Va.
Sultner, Sarah Isabel	York, Pa.
Suplee, Ruth	Narberth, Pa.
Tobey, Elizabeth Crispell	West Englewood, N. J.
Tolson, Genevieve Annis	New Bern, N. C.
Townsend, Roberta Elizabeth	Staten Island, N. Y.
Trone, Mary Glynn	Hanover, Pa.
Varnes, Clara Louise	Wilmington, Del.

Wagner, Ella Josephine	West Chester, Pa.
Wallace, Ann Elizabeth	Charlotte, N. C.
Wannamaker, Louise Gelzer	Durham, N. C.
Watson, Sarah Annie	Cheraw, S. C.
Watson, Ruth Skillman	Summit, N. J.
Waugh, Muriel Gay	Maplewood, N. J.
Webb, Mary	Fort Howard, Md.
Weckesser, Miriam Elizabeth	Durham, N. C.
Whitaker, Ruth Lenore	Dravosburg, Pa.
White, Margaret Beveridge	Ridgewood, N. J.
Whiting, Lois Elizebeth	Mountain Lakes, N. J.
Widgery, Rhoda	Durham, N. C.
Wiley, Avis Elizabeth	Sharon, Conn.
Wilkerson, Dorothy Earle	Durham, N. C.
Willis, Annie Cecile	Daytona Beach, Fla.
Winston, Marjorie	Roanoke, Va.
Witmer, Mary Rebecca	Lancaster, Pa.
Witte, Patricia Marion	Rahway, N. J.
Wolf, Mary Hubbard	Durham, N. C.
Wooldridge, Lee Katherine	West Hartford, Conn.
Woolfolk, Elizabeth Lamb	Lynchburg, Va.
Wright, Evelyn Twilley	Delmar, Del.
Wright, Margery Walker	Clarksburg, W. Va.
Wrigley, Anne Alward	Lynn, Mass.
Wynne, Marjorie Gray	Petersburg, Va.
Young, Jeanne Elizabeth	Lakewood, O.
Zerbach, Dorothy Ione	Rocky Mount, N. C.
Ziegler, Anna Mae	Farmer City, Ill.
Zinn, Ruth Celestine	Brooklyn, N. Y.

SOPHOMORE CLASS

Adams, Dorothy Anna	Wilkes-Barre, Pa.
Adams, Ellen O'Neal	Macon, Ga.
Adams, Ruth Mildred	Esterly, Pa.
Akin, Sarah Elizabeth	South Orange, N. J.
Allaire, Constance Gwynne	Little Rock, Ark.
Anderson, Marie Willard	Jacksonville, Fla.
Andrus, Nonia Elizabeth	Columbus, O.
Armstrong, Mina Gary	Selma, Ala.
Armstrong, Mary Engle	Binghamton, N. Y.
Atkinson, Sarah Elizabeth	Doylestown, Pa.
Auld, Mary Elizabeth	Charleston, W. Va.
Bagley, Mariana Dosch	Norfolk, Va.
Bassett, Floy Paula	New York, N. Y.
Bateman, Alice Cynthia	York, Pa.
Beebe, Jean Kirkland	Lewes, Del.
Bowen, Elizabeth Walton	Macon, Ga.
Boyd, Anna Locke	Jacksonville, Fla.
Boyd, Jean Stuart	Belleville, Ill.

Brinn, Sara Elanora	Hertford, N. C.
Broughton, Kay Loane	Hertford, N. C.
Burger, Josephine Terry	Baltimore, Md.
Bussell, Wilsie Florence	Durham, N. C.
Campbell, Hannah Elizabeth	Sunbury, Pa.
Carrigan, Margaret Helen	Jersey City, N. J.
Chapman, Mary Westbrook	Durham, N. C.
Childs, Frances Mabel	Durham, N. C.
Clarke, Claire Belle	New York, N. Y.
Clay, Mary Maxine	Ashland, Ky.
Clayton, Sarah Cornelia	Durham, N. C.
Cline, Gwendolyn	Haines City, Fla.
Coffey, Marion Elizabeth	North Tarrytown, N. Y.
Cole, Dorothy Proctor	Durham, N. C.
Craven, Isobel	Lexington, N. C.
Crum, Emilie Wannamaker	Orangeburg, S. C.
Culbertson, Martha Jane	Norwood, O.
Dana, Rhea Eleanor	Durham, N. C.
Daniel, Barbara	Claxton, Ga.
Davis, Dorothy Ames	Vanceboro, N. C.
Day, Donna Margaret	Bradenton, Fla.
Day, Doris Maude	Bradenton, Fla.
Decker, Edna Lynette	Haworth, N. J.
Deininger, Janet Hausman	Philadelphia, Pa.
Draughon, Rosa Lee	Durham, N. C.
Duckett, Sara Brock	Charlotte, N. C.
Edwards, Dorothy Louise	Durham, N. C.
Edwards, Frances Willett	Miami, Fla.
Edwards, Lillian Margery	Greensboro, N. C.
Ellerson, Elizabeth Carmichael	Hot Springs, N. C.
Ellis, Margaret Aileen	Rutherford, N. J.
Espenschied, Faye Josephine	Washington, D. C.
Faires, Ethel Elizabeth	Drexel Hill, Pa.
Findlay, Betty Craighead	Bethlehem, Pa.
Fitzgerald, Louise Young	Erwin, N. C.
Flanagan, Ruby Kathleen	Lynchburg, Va.
Forbes, Norma Harriet	Brooklyn, N. Y.
Ford, Nancy Josephine	Asheville, N. C.
Gantt, Hazel Ann	Durham, N. C.
Gladstein, Hazel Leona	Durham, N. C.
Goddard, Marjorie	Brooklyn, N. Y.
Graeter, Annadale Blevins	Richmond, Va.
Green, Dolly	Pleasantville, N. J.
Griffith, Erma Ellen	Lebanon, Va.
Grow, Virginia Maxine	Lebanon, N. H.
Herndon, Nannie Mae	Durham, N. C.
Hess, Alice Elizabeth	Dallas, Pa.
Hessick, Lucile May	Washington, D. C.
Hettrick, Anne Thompson	Birmingham, Ala.

Howorth, Helen Russell	Wollaston, Mass.
Iehle, Marion Elizabeth	Montclair, N. J.
Izard, Anne Rebecca	Durham, N. C.
Johnston, Betty Anne	Doylestown, Pa.
Jones, Ethel Hope	Chilhowie, Va.
Jones, Jane Lee	Belleville, Ill.
Kessler, Josephine Dilworth	Philadelphia, Pa.
Kiker, Marion Joanna	Reidsville, N. C.
Kimberly, Ruth Norton	New Haven, Conn.
Kincheloe, Mary Lou	Clarksburg, W. Va.
Kirkpatrick, Catherine	Salisbury, N. C.
Knight, Agnes Estelle	Durham, N. C.
Krampf, Mary Isabelle	Allegany, N. Y.
Kueffner, Charlotte Margaret	Durham, N. C.
Laing, Bess	Charleston, W. Va.
Lane, Eleanor Elizabeth	Staten Island, N. Y.
Larzelere, Helen Claire	Jacksonville, Fla.
Leinbach, Emeline	Watsontown, Pa.
Lentz, Beth	Albemarle, N. C.
Lewis, Frances Cofer	Durham, N. C.
Lindsay, Frances Gordon	High Point, N. C.
Lins, Harriet Jane	West Palm Beach, Fla.
Littell, Ernestine	Cooperstown, N. Y.
Lowery, Ruth Jean	Mount Vernon, N. Y.
Lytle, Virginia Eliza	Jacksonville, Fla.
McCarrell, Rebecca Jane	Colonial Park, Pa.
McCowan, Jean Elmora	New York, N. Y.
McIntyre, Evelyn Franklin	Croton-on-Hudson, N. Y.
MacNutt, Doris Friend	Ridgefield, N. J.
Marcus, Norma Hope	Brookline, Mass.
Markham, Charlotte Boyd	Durham, N. C.
Marshall, Charlotte Amelia	Ashland, Pa.
Mayes, Eleanor	Durham, N. C.
Merrill, Frances Eloise	Charleston, W. Va.
Michler, Ruth	Easton, Pa.
Millar, Mary Gertrude	Flushing, N. Y.
Miller, Jean Marian	Washington, D. C.
Miller, Virginia Evelyn	Newark, N. J.
Mitchell, Eleanor Frances	Washington, D. C.
Montague, Kathryn Louise	Durham, N. C.
Moore, Marion Alice	Charleston, W. Va.
Moore, Mary Barrow	Delray Beach, Fla.
Newcomb, Virginia Elliott	Hilton, N. Y.
Nolde, Althea Estelle	New Orleans, La.
Olsen, Lurline Evelyn	Poughkeepsie, N. Y.
Parker, Tekla	Philadelphia, Pa.
Pate, Nancy Lee	Raleigh, N. C.
Patterson, Eleonora Louise	Durham, N. C.
Peterson, Anita Frances	Woodbury, N. J.

Phillips, Helen Frances	Lexington, N. C.
Pippen, Jean Ann	Charleston, W. Va.
Poole, Helen	Troy, N. C.
Porter, Alline	Durham, N. C.
Ranson, Alma Lloyd	Charlotte, N. C.
Rauschenberg, Lucy Seitz	Atlanta, Ga.
Rea, Ruth	London, O.
Reade, Marion Elizabeth	Durham, N. C.
Redfern, Virginia	Monroe, N. C.
Reeves, Virginia	Canton, N. C.
Reist, Anne Louise	Lancaster, Pa.
Rettew, Betty Rebecca	Harrisburg, Pa.
Rich, Helen Barbara	South Orange, N. J.
Riley, Elizabeth Covington	Durham, N. C.
Ritchie, Camilla Jane	Binghamton, N. Y.
Roberson, Helen Longworth	Durham, N. C.
Rogan, Edna Carlton	Baltimore, Md.
Rogers, Vida Lillian	Harrington Park, N. J.
Rudisill, Margaret Lavinia	Cherryville, N. C.
Sally, Hilda Lee	Durham, N. C.
Sasscer, Elizabeth Anne	Chevy Chase, Md.
Seymour, Dorothy Hall	Plainville, Conn.
Siehler, Charlotte Mae	Baltimore, Md.
Skinner, Virginia Elizabeth	Durham, N. C.
Slater, Helen Elizabeth	Detroit, Mich.
Small, Elizabeth Fletcher	Wyoming, N. J.
Smith, Frances Carrell	Easton, Pa.
Smith, Helen Fraser	Thomasville, Ga.
Snook, Edith Louisa	Summit, N. J.
Stackhouse, Helen Clare	Easton, Pa.
Stone, Mary Elizabeth	Worcester, Mass.
Strother, Edith Angeline	Durham, N. C.
Stube, Doris Joy	Niagara Falls, N. Y.
Swazey, Diantha Hamilton	Forest Hills, L. I., N. Y.
Teed, Shirley Roberta	Brooklyn, N. Y.
TeSelle, Jeannette	Gainesville, Fla.
Thompson, Frances Gayle	Greensboro, N. C.
Thompson, Mildred Harvell	Mountain Lakes, N. J.
Toner, Aimee Leila	New Haven, Conn.
Truitt, Charlotte Willey	Bridgeville, Del.
Upchurch, Kathrine Manning	Durham, N. C.
Vickers, Mary Kilgo	Oxford, N. C.
Wade, Helen Justine	Phoenixville, Pa.
Wagner, Anna Georgia	Jamaica, L. I., N. Y.
Waits, Harriet Elizabeth	Andalusia, Ala.
Walker, Lucia	Tampa, Fla.
Warren, Louise Cabell	Chatham, Va.
Warren, Mary Louise	Richmond, Va.
Washburn, Margaret Edyth	Hempstead, N. Y.

Waters, Ella Harriss	Washington, N. C.
Weyant, Ethel Adele	Cedarhurst, L. I., N. Y.
White, Katharine Elinor	Elizabeth, N. J.
White, Margery Kathryn	Jenkintown, Pa.
Whitmore, Ada Ward	Durham, N. C.
Whittemore, Kathryn Edith	Port Washington, N. Y.
Wilkinson, Carol Conant	Jamaica, L. I., N. Y.
Williams, Mildred Cordier	Greenville, Ky.
Wood, Doris Lynnette	Mount Morris, N. Y.
Wyatt, Constance	West Medford, Mass.
Zecher, Margaret Ann	Lebanon, Pa.

JUNIOR CLASS

Abernethy, Margaret Inez	Durham, N. C.
Applewhite, Ida Shaw	Halifax, N. C.
Bailey, Martha Gardner	Thomasville, Ga.
Ballay, Martha Hermine	Ambridge, Pa.
Barbee, Nancy Habel	Durham, N. C.
Barrett, Eleanor Andrews	Stamford, Conn.
Beattie, Sherwood	Maplewood, N. J.
Becker, Margaret Anne	Penfield, Upper Darby, Pa.
Bennett, Ruth	Clarksburg, W. Va.
Berry, Rena Pruden	Rome, Ga.
Blackwood, Constance	Greensboro, N. C.
Boney, Victoria	Durham, N. C.
Bowman, Ruth Frances	Mount Airy, N. C.
Brill, Betty	Manhasset, L.I., N. Y.
Brown, Dorothy Lillian	Clarksville, Tenn.
Brown, Dorothy May	Neemah, Wis.
Brumfield, Josie	Magnolia, Miss.
Bruton, Eleanor Wade	Biscoe, N. C.
Buice, Kathlyn Holmes	Charlotte, N. C.
Burd, Jean Morton	Pottsville, Pa.
Butler, Lucille	Shreveport, La.
Cates, Mary Ann	New York, N. Y.
Chalker, Annie Laura	Durham, N. C.
Clapham, Jeanette Rosetta	Columbus, O.
Clark, Gwendolyn Greer	Durham, N. C.
Collins, Lillian Eula	Durham, N. C.
Congdon, Eleanor Estill	Brooklyn, N. Y.
Conklin, Faith	Hartford, Conn.
Cordray, Irene Elmira	Point Marion, Pa.
Crosby, Rose	Citra, Fla.
Cuninggim, Margaret Louise	Nashville, Tenn.
Davis, Lora-Frances	Quincy, Fla.
Dosch, Dorothy Margaret	Somerset, Pa.
Durant, Elizabeth	Mobile, Ala.
Eaby, Josephine Elizabeth	Lancaster, Pa.
Enkema, Anna Grace	Minneapolis, Minn.

Evans, Ann Caroline	Riverton, N. J.
Falls, Sara Louise	Shelby, N. C.
Fanning, Leonora Bryan	Asheville, N. C.
Farthing, Annie Frances	Raleigh, N. C.
Fogel, Rubye	Georgetown, S. C.
Franck, Margaret Elizabeth	Durham, N. C.
Friemel, Betty	Ridgewood, N. J.
Gidney, Edwina Thompson	Shelby, N. C.
Gooch, Lula Page	Henderson, N. C.
Goode, Evelyn Gibson	Statesville, N. C.
Goode, Mary Jane	Lincolnton, N. C.
Goodman, Mary Kathryn	Ashland, Ky.
Goodson, Georgia Hales	Winston-Salem, N. C.
Graham, Bessie	West Palm Beach, Fla.
Gray, Dorothy Fairfield	Summit, N. J.
Gray, Helen Louise	Ridgewood, N. J.
Greenwood, Margaret	Jameson, Mo.
Groves, Mary Rebecca	Charleston, W. Va.
Haislip, Jane Rebecca	Lumberport, W. Va.
Halsema, Helen Elizabeth	Baguio, P. I.
Hardy, Sue Vail	Rome, Ga.
Harris, Christine Elizabeth	Coral Gables, Fla.
Haywood, Nancy Grimes	Concord, N. C.
Heard, Mary Ada	St. Petersburg, Fla.
Henderson, Martha Boynton	West Roxbury, Mass.
Henderson, Mary Elliott	Hickory, N. C.
Hudson, Nancy Richmond	Greensboro, N. C.
Huene, Elizabeth Katheryn	Demarest, N. J.
Hull, Alma Louise	Harrisburg, Pa.
Ivey, Lucille	Hickory, N. C.
Ivey, Mary Frances	Durham, N. C.
Izard, Margaret	Durham, N. C.
Jacobus, Hortense Edna	Caldwell, N. J.
Johnson, Kathryn Virginia	Lexington, N. C.
Jones, Alice Victoria	Petersburg, Va.
Jones, Anne Provost	Birmingham, Ala.
Jordan, Sara Louise	York, Pa.
Kennedy, Anna Claire	Big Stone Gap, Va.
Kleinmans, Evelyn Katherine	Ridgewood, N. J.
Knight, Elizabeth Dallas	Ambler, Pa.
Laney, Gene Martin	Sanford, Fla.
Langfitt, June Leonore	Clarksburg, W. Va.
Lieb, Helen Josephine	Elizabeth, N. J.
Little, Gretchen Dohn	High Bridge, N. J.
Long, Laura Ovieda	Roxboro, N. C.
McClenaghan, Marian Trenholm	Raleigh, N. C.
McGhee, Lynn Branham	Rome, Ga.
McKechnie, Elva Allan	Taunton, Mass.
Magner, Ellin Elizabeth	Sisterville, W. Va.

Mangum, Hazel Lyon	Rougemont, N. C.
Meetze, Minnie Rachel	Charlotte, N. C.
Miller, Ida Virginia	Charlotte, N. C.
Moore, Margaret Watson	Clarendon, Va.
Morton, Emmy Lou	Charleston, W. Va.
Motlow, Mary Avon	Lynchburg, Tenn.
Myers, Eleanor Glenn	Byhalia, Miss.
Neff, Dorothy Louise	Washington, D. C.
Newsom, Annie Laurie	Durham, N. C.
Nicholson, Mariana	Statesville, N. C.
Noble, Dorothy Marie	Glen Rock, N. J.
Overshiner, Sarah Ann	Hopkinsville, Ky.
Owens, Laura Elizabeth	Bennettsville, S. C.
Paist, Frances Helen	Wayne, Pa.
Parker, Charlotte Evelyn	Asheville, N. C.
Parks, Elizabeth Jane	Kew Gardens, N. Y.
Parsons, Helen Louise	Altoona, Pa.
Patten, Constance	Fayetteville, N. C.
Patterson, Ruth Eleonora	Durham, N. C.
Paul, Ernestine Catherine	Colmar, Pa.
Pearson, Frances Elizabeth	Sanford, Fla.
Peck, Dorothy Dodd	Huntingdon Valley, Pa.
Peoples, Clary Webb	Asheville, N. C.
Phillips, Ruth Ellen	Wheeling, W. Va.
Pierce, Elizabeth Wright	Weldon, N. C.
Pinnix, Nettie Huba	New Bern, N. C.
Pinson, Ella Pearl	Hapeville, Ga.
Plyler, Mern	Durham, N. C.
Pollard, Harriette Violetta	Washington, D. C.
Propst, Mary Elizabeth	Concord, N. C.
Queen, Mary Kathryn	Waynesville, N. C.
Ramsaur, Genevieve	Jacksonville, Fla.
Rankin, Catherine McAulay	Mount Gilead, N. C.
Rhodes, Mary Alice	Chattanooga, Tenn.
Rigg, Helen Wynkoop	Wayne, Pa.
Roe, Marion	Clermont, Fla.
Scales, Frances	Stoneville, N. C.
Schaffle, Evalyn Wilson	Asheville, N. C.
Secrest, Mary Covington	Monroe, N. C.
Seed, Mary Carolyn	Upper Montclair, N. J.
Shean, Patricia Gordon	Richmond, Va.
Shriner, Frances Isobel	York, Pa.
Silleck, Eleanor Lane	Peekskill, N. Y.
Sills, Pattie Marie	Nashville, N. C.
Sink, Rachel Christine	Lexington, N. C.
Souder, Gladys Estelle	Macon, Ga.
Speicher, Audrey Virginia	Rockwood, Pa.
Spence, Fannie Hilda	Goldsboro, N. C.
Stevenson, Eleanor Duncan	New Bern, N. C.

Strickland, Erma	Durham, N. C.
Surles, Doris Lee	Dunn, N. C.
Sutton, Elizabeth Beadle	Harrisburg, Pa.
Taylor, Margaret Virginia	DeLand, Fla.
Taylor, Margaret Willard	Chester, Pa.
Tee, Donna Grace	Arlington, Mass.
Tritle, Catherine Witbeck	Erie, Pa.
Trousdale, Katherine Ellen	Florence, Ala.
Van Vactor, Martha Elizabeth	Marion, Ind.
Von der Lieth, Jane	Glen Rock, N. J.
Waldrep, Margaret Ann	Hammond, La.
Walker, Edith	Chattanooga, Tenn.
Welsh, Ida	Deal, N. J.
Whitmyre, Katherine Janet	Indiana, Pa.
Williams, Sarah Elsie	Elizabeth City, N. C.
Winfree, Virginia Elizabeth	Lynchburg, Va.
Witwer, Ellen	Tulsa, Okla.
Woolsey, Florence Margery	Glen Rock, N. J.
Zuckerman, Esther	Durham, N. C.

SENIOR CLASS

Allen, Pauline Virginia	Tunica, Miss.
Atkinson, Eleanor Josephine	Lynchburg, Va.
Ayers, Jean Elizabeth	Indiana, Pa.
Bailey, June	Thomasville, Ga.
Baker, Evelyn Louise	Thomasville, N. C.
Baker, Ruth Bernice	Moorestown, N. J.
Baker, Virginia Kirk	Mebane, N. C.
Ball, Esther Judson	Lowell, Mass.
Ballew, Mattie Stines	Asheville, N. C.
Barrow, Dorothy Zelma	Zebulon, N. C.
Bates, Margaret Nancy	Elkton, Md.
Berenson, Sara	Bogalusa, La.
Birge, Emily Jane	West Hartford, Conn.
Birmingham, Mariette deKay	Liberty, N. Y.
Bishop, Nellie Baldridge	Durham, N. C.
Black, Elma Jeanette	Bamberg, S. C.
Boice, Natalie Louise	Burgettstown, Pa.
Bowen, Carey Bell	Ridgewood, N. J.
Bowman, Leona Virginia	Timberville, Va.
Boyles, Isabel Eunice	Thomasville, N. C.
Bradley, Mary Louise	Lima, O.
Breisch, Ethel	Tamaqua, Pa.
Brewer, Jessie Ann	Clarksville, Tenn.
Brogden, Rebecca Muriel	Durham, N. C.
Brown, Cornelia Louise	Arlington, N. J.
Burleigh, Lucy Elvira	Rutherford, N. J.
Cameron, Kathleen	Hattiesburg, Miss.
Carlton, Jane Singleton	Greensboro, N. C.

Carper, Mary Evelyn	Rowland, N. C.
Carr, Elizabeth Jamieson	Durham, N. C.
Chamberlain, Mary Calhoun	Port Gibson, Miss.
Chandler, Helen Gray	Broadway, N. C.
Charman, Rubyetta	Asheville, N. C.
Clark, Helen	Louisville, Ga.
Cobb, Harriet Holman	Durham, N. C.
Combs, Julia Marie	Greenville, N. C.
Corbin, Charlotte	Durham, N. C.
Covington, Mary Faison	Thomasville, N. C.
Cox, Virginia Elizabeth	Webster, N. C.
Crosby, Ruth Benoit	Greenville, Miss.
Cross, Helen Reeder	Isabella, Tenn.
Davis, Evelyn Ames	Chicago, Ill.
Dewey, Mary Alice	Goldsboro, N. C.
Dilley, Mary Alice	Ocean City, N. J.
Drowne, Mildred Russell	New York, N. Y.
Ely, Marian Claire	Doylestown, Pa.
Emery, Hazel D'Etta	Jacksonville, Fla.
Fanton, Emma Jennette	Westport, Conn.
Farnum, Ellen Cogswell	Asheville, N. C.
Fish, Dorris Goodall	Taos, N. Mex.
Flebbe, Dorothy	New York, N. Y.
Flowers, Elizabeth Pierce	Muskegon, Mich.
Forbes, Dorothy Orrell	Trenton, N. J.
Gantt, Eva Goldie	Durham, N. C.
Garrett, Ethel Varrell	Swarthmore, Pa.
Gehman, Mildred Ruth	Lancaster, Pa.
Gillette, Rena Pearl	Hawaii
Gillis, Mary Louise	Arlington, N. J.
Glover, Nancy Rice	Durham, N. C.
Hannon, Jane Steele	Charlotte, N. C.
Harrison, Ethel Mae	Thomasville, N. C.
Hanes, Virginia Ann	Shreveport, La.
Hedrick, Alma Harris	Salisbury, N. C.
Heinley, Florence Elizabeth	Amityville, N. Y.
Heptinstall, Hannah Bailey	Littleton, N. C.
Herlong, Edith Virginia	Miami, Fla.
Heroy, Dorothy Marguerite	Cranford, N. J.
Hewitt, Mary Kathryn	Baltimore, Md.
Hines, Dorothy Byrd	Greensboro, N. C.
Huls, Frances Elizabeth	Washington, D. C.
Humbert, Margaret Herold	Hasbrouck Heights, N. J.
Hunsicker, Sylvia Morehouse	Allentown, Pa.
Isaac, Margaret Creekmuir	Norfolk, Va.
Isenhour, Catherine Elizabeth	Durham, N. C.
Johnson, Laura Sloo	Washington, D. C.
Jones, Lois Elsie	Durham, N. C.
Jordan, Virginia Marshburn	Brooklyn, N. Y.

Kelly, Mary Ethel	Repton, Ala.
Kernodle, Jennie Sue	Durham, N. C.
Kiker, Kathryn Lomaine	Reidsville, N. C.
Kindel, Martha Louise	Raleigh, N. C.
King, Marjorie Adelaide	East Taunton, Mass.
Knox, Anita Scofield	Manhasset, L. I., N. Y.
Lamson, Georgianna Jane	Maplewood, N. J.
Langston, Denzil	Orlando, Fla.
Laws, Temesia Louise	Rougemont, N. C.
Lawton, Marie Howard	Mount Holly, N. J.
Lightbown, Ruth	Washington, D. C.
Linney, Mary Frances	Boone, N. C.
Lyon, Catharine Hill	Charlotte, N. C.
McCollum, Mary Louise	Jacksonville, Fla.
McElduff, Dorothy Holt	Durham, N. C.
MacFadyen, Dorothea Pauline	Concord, N. C.
McNeill, Susan Gardner	Jacksonville, Fla.
Martin, Edna Weekes	Brooklyn, N. Y.
Meiklejohn, Mary Wilson	Cheraw, S. C.
Merkel, Louise	Milwaukee, Wis.
Mewborn, Alma Evelyn	Snow Hill, N. C.
Mewborn, Thelma Gertrude	Snow Hill, N. C.
Miller, Jane Dameron	Portsmouth, Va.
Minor, Jane Elizabeth	Batavia, N. Y.
Molyneaux, Jeanne	Washington, D. C.
Mulford, Mary Jane	Washington, D. C.
Murray, Anita Estelle	Marietta, Ga.
Newton, Evelyn Elizabeth	Durham, N. C.
Nicks, Kathrine Calista	Cedar Grove, N. C.
Nycum, Sara Clara	Durham, N. C.
Ormond, Janet	Durham, N. C.
Parker, Helen Bridgers	Henderson, N. C.
Pegram, Alma Elizabeth	Hamlet, N. C.
Perry, Ethel Virginia	Rocky Mount, N. C.
Poole, Mary Elizabeth	Troy, N. C.
Pos, Florence Blanche	Asheville, N. C.
Powell, Asenath Smith	Union Springs, Ala.
Powell, Nell Nelson	Edenton, N. C.
Powell, Sue Elnora	Gastonia, N. C.
Price, Sara	Scarsdale, N. Y.
Pugh, Isabelle Gwynn	Huntington, W. Va.
Riddleberger, Frances Waddy	Jackson Heights, L. I., N. Y.
Riefle, Caroline Amelia	Baltimore, Md.
Ritter, Jane deForest	Collingswood, N. J.
Roberson, Kathleen Griffith	Durham, N. C.
Sarver, Virginia Lee	Lewisburg, W. Va.
Sawyer, Katherine Louise	Chicago, Ill.
Schiller, Ruth Louise	St. Petersburg, Fla.

Sear, Lena	Hampton, Va.
Shands, Catherine Elizabeth	Gainesville, Fla.
Shepardson, Marian Per Lee	Asheville, N. C.
Sherron, Elizabeth Felts	Durham, N. C.
Sidenberg, Jeanette Gertrude	Richmond, Va.
Singeltary, Josephine Crawford	Bradenton, Fla.
Singleton, Susan Emily	Troy, N. C.
Slaughter, Sallie Patricia	Oxford, N. C.
Smith, Margaret Beatrice	Durham, N. C.
Smith, Priscilla Ellen	Catonsville, Md.
Smith, Vivian Julian	Red Lion, Pa.
Snooks, Helen Peterson	Riley, Ga.
Snyder, Lenora Charlotte	Ridgefield Park, N. J.
Stone, Nancy Elma	Durham, N. C.
Strickland, Trurlu Vieve	Durham, N. C.
Tennis, Ruth Beatrix	Norfolk, Va.
Thompson, Sarah Wray	Shelby, N. C.
Tompkins, Eleanor	White Plains, N. Y.
Toney, Rose Love	Morristown, Tenn.
Triplett, Jane Fairfax	Pine Bluff, Ark.
Van Deren, Mai Flournoy	Cynthiania, Ky.
Voorhies, Mary Irene	New Orleans, La.
Walton, Dorothy Adams	Jacksonville, Fla.
Way, Harriet Elisabeth	Columbia, S. C.
Wegener, Augusta Ermengarde	Durham, N. C.
White, Ethel Louise	Baltimore Md.
White, Mary Nash	Pittsburgh, Pa.
Whittemore, Ethel Emilie	Hoboken, N. J.
Wikoff, Dorothy Evva	Atlanta, Ga.
Wilford, Emily Virginia	Mayfield, Ky.
Williams, Jane Merrill	St. Paul, Minn.
Wilson, Edna Erle	Black Mountain, N. C.
Womble, Lila	Winston-Salem, N. C.
Woodroe, Marye Price	Charleston, W. Va.
Woodward, Sarah Elizabeth	Richlands, N. C.
Wray, Ruth Smith	Glen White, W. Va.
Yarbrough, Mary Elizabeth	Durham, N. C.

SPECIAL STUDENTS

Binhammer, Hannah	Durham, N. C.
Cutts, Emma Rose	Durham, N. C.
Everett, Ardean	Durham, N. C.
Nichols, Hazel	Durham, N. C.
Parker, Virginia	Durham, N. C.
Scruggs, Marjorie	Durham, N. C.
Smith, Lillian Jones	Durham, N. C.
Williams, Ethel	Wilmington, N. C.
Woodward, Mary	Durham, N. C.

AUDITORS

Flack, Rachel Bailey	Durham, N. C.
Lewis, Margaret Pruden	Durham, N. C.
Maxwell, Eleanor	Durham, N. C.
Toms, Annie Cobb	Durham, N. C.

THE GRADUATE SCHOOL OF ARTS AND SCIENCES

Agnew, Donald Charles — Delta, Colo.
A.B. (Park), A.M. (Duke), Education, Psychology.

Allen, Gay Elizabeth Johnston — Laurel, Miss.
A.B. (Duke), Sociology.

Allen, Ruth Couch — Raleigh, N. C.
B.S. (Meredith), English.

Altland, Paul Daniel, Jr. — York, Pa.
B.S. (Gettysburg), Zoölogy, Bacteriology.

Andrews, Henry Lucian — Mount Gilead, N. C.
A.B., A.M. (Duke), Sociology, Economics, Psychology.

Askew, William Clarence — Temple, Ga.
A.B. (Mercer), A.M. (Duke), History.

Baisden, Louis Almer — Andalusia, Ala.
B.S. (Alabama Polytechnic Institute), Chemistry.

Barnes, Annette — Elm City, N. C.
A.B. (Duke), French, Spanish, German.

Barnwell, Robert Woodward, Jr. — Florence, S. C.
A.B., A.M. (University of South Carolina), History.

Barrett, Henry J. — Mattituck, L. I., N. Y.
A.B. (College of Wooster), A.M. (Teachers College, Columbia), History.

Barrett, Roscoe Conklin — Durham, N. C.
A.B. (University of North Carolina), Education.

Bates, Roger Gordon — Cummington, Mass.
B.S. (Massachusetts State College), Chemistry, Physics.

Beck, Lewis White — Griffin, Ga.
A.B. (Emory), Philosophy, Psychology.

Bell, Lila McLin — Raleigh, N. C.
A.B. (Woman's College of U. N. C.), M.Ed. (Duke), Education.

Bennett, Walter Hartwell — Danville, Va.
A.B. (University of Richmond), Political Science, Economics.

Billings, William Dwight — Indianapolis, Ind.
A.B. (Butler), Botany, Zoölogy, Forestry.

Bishop, Maurice Fugh — Birmingham, Ala.
A.B. (Birmingham-Southern), Political Science, Economics.

Bloom, Leonard — Everett, Mass.
B.S. in Education, A.M. (Boston), Sociology, Psychology.

Boggess, William Randolph — Oakvale, W. Va.
A.B. (Concord State Teachers College), Botany, Forestry.

Boreman, John George — New York, N. Y.
A.B. (Duke), Physics, Mathematics.

Brandt, Bartholomew Brandner — Brooksville, Miss.
B.S. (Mississippi State College), A.M. (Duke), Zoölogy.

Brody, Leon — New York, N. Y.
A.B., M.S. (College of the City of New York), Education, Psychology.

Bryan, Jack Yeaman — Peoria, Ill.
A.B., A.M. (University of Arizona), Philosophy, Sociology, Psychology, English.

Burnside, Maurice Gwinn — Columbia, S. C.
B.S. (Furman), A.M. (University of Texas), Political Science.

Canaday, Ernest Franklin — Raleigh, N. C.
A.B. (William Jewell), A.M. (University of Missouri), Mathematics.

Carney, James Joseph, Jr. — West Somerville, Mass.
A.B., A.M. (Harvard), Economics.

*Carr, Elizabeth Jamison — Durham, N. C.
A.B. (Duke), History.

Carroll, James Grover — Wake Forest, N. C.
A.B. (Wake Forest), A.M. (Columbia), Mathematics.

Carroll, Zoe Wells — Morristown, Tenn.
A.B. (University of Tennessee), A.M. (Duke), Zoölogy.

Cash, Rosanelle — Winston-Salem, N. C.
A.B. (Duke), French, Philosophy, English.

Clarkson, Helen Elizabeth — Omaha, Neb.
B.S. (Creighton), Mathematics, Physics.

Clayton, Lillian Putnam — Durham, N. C.
A.B. (Greenville Woman's College), A.M. (University of Oklahoma), English, German.

Clayton, William Joseph — Durham, N. C.
A.B. (Southeastern Teachers College), Chemistry, Physics.

Cleaves, Alden Parker — Harvard, Mass.
A.B., A.M. (Boston), Physics, Mathematics.

Coleman, Margaret Louise — Durham, N. C.
A.B. (Duke), History.

Combs, Gilbert Reynolds — Greenville, N. C.
A.B. (Kentucky Wesleyan), Religious Education, Philosophy.

Comer, David Baine, III — Jacksonville, Fla.
A.B., A.M. (Tulane), English.

Cook, Corinne — Greensboro, N. C.
A.B. (Woman's College of U. N. C.), Education.

Cooper, Alice Joyce — Raleigh, N. C.
A.B. (Woman's College of U. N. C.), Education.

Correll, Donovan Stuart — Winston-Salem, N. C.
A.B. (Duke), Botany.

Cousins, Reba Thurston — Durham, N. C.
A.B. (Duke), Religious Education.

Crain, Stephen Dodge — Frankfort, Ind.
A.B., A.M. (Indiana), Political Science, History.

Crawford, Muriel Lillian — Caldwell, N. J.
A.B. (Montclair State Teachers College), English.

Critchfield, Clara Etta — Washington, D. C.
A.B. (George Washington), English.

Cruikshank, Margaret Jones — Raleigh, N. C.
B.S. (Columbia), History, Education.

Culbreth, Sarah Elizabeth — Durham, N. C.
A.B. (Duke), Zoölogy.

Dale, William Pratt, II — Greensboro, Ala.
A.B., A.M. (Duke), History.

* A.B. to be conferred June, 1935.

Davis, Charles Shepard — Montgomery, Ala.
B.S., M.S. (Alabama Polytechnic Institute), History.

Day, Lyndon Robert — Topeka, Kan.
A.B. (Washburn), Economics, Political Science.

Day, William Franklin — Pikeville, Ky.
A.B. (Duke), Chemistry, Physics.

Deans, Edwina — Wilson, N. C.
A.B. (Woman's College of U. N. C.), Education.

Dearborn, Donald Curtis — Hastings, Neb.
A.B. (Hastings), A.M. (University of Nebraska), Mathematics.

DeMond, Robert Orley — Buffalo, N. Y.
A.B., A.M. (Syracuse), History.

Doering, John Frederick — Waterloo, Canada
A.B. (University of Western Ontario), English.

Dorsett, Henry Grady, Jr. — Salisbury, N. C.
B.S. (Wake Forest), Physics, Mathematics.

Drew, Fraser Bragg — Randolph, Vermont
A.B. (University of Vermont), Latin, Greek.

Duncan, Wilbur Howard — Bloomington, Ind.
A.B., A.M. (Indiana University), Botany, Forestry.

Dusseau, John LaFontaine — East Lansdowne, Pa.
A.B. (Haverford), English.

*Eckard, Edwin Woodrow — Point Pleasant, W. Va.
A.B. (Marshall), A.M. (Duke), Economics.

Eggers, Graydon Poe — Boone, N. C.
A.B. (Carson-Newman), A.M. (Duke), English.

Eidson, John Olin — Spartanburg, S. C.
A.B. (Wofford), A.M. (Vanderbilt), English.

Farioletti, Marius — Chicago, Ill.
B.B.A. (University of Chattanooga), A.M. (Oberlin), Economics.

Felder, Helen Elise — Greensboro, N. C.
A.B. (Woman's College of U. N. C.), Education.

Fitzgerald, William Stone — Nashville, Tenn.
A.B. (Vanderbilt), A.M. (Harvard), English.

Flinn, Lawrence — Chapel Hill, N. C.
A.M. (University of North Carolina), A.M. (Duke), Philosophy, Psychology.

Foerster, Alma Pauline — Holyoke, Mass.
A.B. (Holyoke), A.M. (Smith), History.

Frank, Walter Bergman — Cleveland, O.
A.B. (Adelbert College of Western Reserve University), Zoölogy, Physics.

Galloway, Charles Betts — Jackson, Miss.
B.S. (Millsaps), A.M. (Duke), Chemistry.

Gamble, Allen Owen — Roanoke, Ala.
A.B. (Duke), A.M. (Birmingham-Southern), Psychology.

Gardner, Eugene Elmore — Greenville, S. C.
A.B. (Furman), A.M. (University of Chicago), French.

Garner, Ruth Bailey — Hattiesburg, Miss.
A.B. (Duke), Education.

Garner, Samuel Paul — Winston-Salem, N. C.
A.B., A.M. (Duke), Economics.

* A.M. to be conferred June, 1935.

George, Theodore Samuel — Grove City, Pa.
B.S. (Grove City), Mathematics.

Gibson, William Marion — Baltimore, Md.
A.B. (University of Richmond), A.M. (Duke), Political Science.

Gilbert, Frederick Mercer, Jr. — Harrisburg, Pa.
B.S. (Lafayette), English.

Girvan, Margaret Leah — Nanticoke, Pa.
A.B. (Pennsylvania State College), A.M. (Duke), Psychology, Education.

Godard, James McFate — Durham, N. C.
A.B. (Park), A.M. (Duke), Education.

Godbold, Albea — Chapel Hill, N. C.
A.B., B.D. (Southern Methodist University), A.M. (Yale), History.

Goldstein, Israel Payson — East Taunton, Mass.
A.B. (Lehigh), English.

Graff, Harry — Cincinnati, O.
A.B., A.M. (University of Cincinnati), English.

Guagenty, Mary Clementina — Framingham, Mass.
A.B. (Radcliffe), Chemistry, Physics.

Hall, Arthur Ryker — Norman, Okla.
A.B., A.M. (University of Oklahoma), History.

Hamilton, William Baskerville, Jr. — Jackson, Miss.
A.B., A.M. (University of Mississippi), History.

Hard, Walter Leon — Albion, Mich.
A.B. (Albion), Zoölogy.

Hardin, Rector Roemilt — Spindale, N. C.
A.B. (Berea), A.M. (Duke), Economics.

Harkema, Reinard — Grand Rapids, Mich.
A.B. (Calvin), Zoölogy, Botany.

Harrell, Margaret — Asheville, N. C.
A.B. (Duke), English.

Harrison, Charles William — Davidson, N. C.
A.B. (Davidson), A.M. (Duke), History.

Harrison, David Moody — Beaverdale, Pa.
B.S. (Ursinus), A.M. (Duke), Economics.

Harton, John James — Morrilton, Ark.
A.B. (Hendrix), A.M. (George Peabody), Psychology, Education.

Harwell, George Corbin — Durham, N. C.
A.B., A.M. (Duke), English.

Haught, Viva Elizabeth — Athens, W. Va.
A.B. (West Virginia), English.

Heckman, Oliver Saxon — Lehmasters, Pa.
A.B. (Lebanon Valley), A.M. (University of Illinois), History.

Hendrixson, Philip Roe — Grinnell, Iowa
A.B. (Grinnell), Chemistry, Physics.

Hester, Ernest Carrington — Durham, N. C.
A.B. (Duke), Zoölogy, Education.

Hiatt, Edwin Peelle — Wilmington, O.
A.B. (Wilmington), A.M. (Haverford), Zoölogy.

Hoban, Charles Francis, Jr. — Harrisburg, Pa.
Ph.B. (Dickinson), A.M. (Duke), Education, Psychology.

Hobbs, Marcus Edwin — Wilmington, N. C.
A.B., A.M. (Duke), Chemistry.

Hook, Alonzo Lohr — Elon College, N. C.
A.B. (Elon), M.S. (Cornell), Physics.

Hopkins, John Isaac — Nokesville, Va.
B.S. (Duke), Physics, Electrical Engineering.

Horne, Mary Louise — Rocky Mount, N. C.
A.B. (Duke), Sociology, Psychology.

Hudnall, Eva Irene — Critz, Va.
B.S. (Farmville State Teachers College), English.

Hudson, Charles Franklin — Durham, N. C.
A.B. (Wake Forest), Th.M. (Southern Baptist Theological Seminary), Sociology.

Hudson, Lucile Burruss — Montgomery, Ala.
A.B. (Smith), Psychology, Zoölogy.

Hurwitz, Arnold Philip — Mattapan, Mass.
A.B. (Harvard), Zoölogy, Psychology, Sociology.

Inagaki, Taro — Tokyo, Japan
(Tokyo Imperial University), Political Science, History.

Israel, Kate Ola — Durham, N. C.
A.B. (Duke), Chemistry, German.

Jackson, David Kelly, Jr. — Gastonia, N. C.
A.B., A.M. (Duke), English.

Jacokes, James Warner, Jr. — Asheville, N. C.
B.S. (Union), Chemistry, Physics.

Jaffe, David — Durham, N. C.
A.B. (Duke), English.

Jarman, Laura Martin — Staunton, Va.
A.B. (Mary Baldwin), A.M. (Duke), Spanish.

Jernigan, Charlton Coney — Durham, N. C.
A.B., A.M. (Duke), Greek.

Jester, Harold Thomas — Winston-Salem, N. C.
A.B. (Furman), Greek, English.

Jones, Elijah Newman — Durham, N. C.
A.B. (Elon), Education.

Jones, Melville Lewis — Durham, N. C.
A.B. (Furman), Religious Education.

Jordan, Thomas Earl — Tyner, N. C.
B.S. (Atlantic University), M.S. (University of Richmond), Chemistry, Physics.

Kates, Kenneth Casper — Millville, N. J.
A.B. (St. Stephen's College), A.M. (Duke), Zoölogy.

Keech, James Maynard — Durham, N. C.
A.B., A.M. (Duke), Economics.

Kelley, Marion — Auburn, Ala.
B.S., M.S. (Alabama Polytechnic Institute), English.

Kestler, Mary — Davidson, N. C.
A.B., A.M. (Duke), Philosophy, Sociology.

*Klein, James Raymond — Baltimore, Md.
A.B. (Duke), Biochemistry, Anatomy, Physiology.

Klemm, Frederick Alvin — Harrisburg, Pa.
A.B. (Dickinson), German, History.

Levin, Jacob — Durham, N. C.
A.B. (Duke), Economics, Political Science.

* A.B. to be conferred June, 1935.

Luthin, Reinhard Henry — New York, N. Y.
A.B., A.M. (Columbia), History.

McCain, William David — Greenville, Miss.
B.S. in Education (Mississippi Delta State Teachers College), A.M. (University of Mississippi), History.

McCallie, Robert Lewis — Chattanooga, Tenn.
A.B. (Davidson), English.

MacColl, Sylvia Hazelton — Northampton, Mass.
A.B., A.M. (Smith), Psychology, Zoölogy, Physiology.

McCord, William Fletcher — Macon, Ga.
A.B. (Mercer), Psychology, Zoölogy.

McCurdy, Harold Grier — Salisbury, N. C.
A.B. (Duke), Psychology, Sociology.

McCutcheon, Frederick Harold — Durham, N. C.
B.S., M.S. (North Dakota State College), Zoölogy.

McDavid, Raven Ioor — Greenville, S. C.
A.B. (Furman), A.M. (Duke), English, German.

McKellar, Ella Clare — Macon, Ga.
A.B. (Wesleyan), A.M. (University of Georgia), Sociology.

McLarty, Furman Gordon — Shelby, N. C.
A.B. (Duke), B.A. (Oxford), A.M. (Harvard), Philosophy, Psychology.

McLean, Ruth Atkinson — Raleigh, N. C.
A.B. (Woman's College of U. N. C.), Botany.

McManus, Mary Idolene — Taxahaw, S. C.
A.B. (Coker), A.M. (University of South Carolina), Zoölogy.

Markham, Eleanor Mallory — Durham, N. C.
A.B. (Duke), Mathematics, Physics.

Martin, Stuart Thompson, Jr. — New York, N. Y.
B.S. (Massachusetts Institute of Technology), Physics, Electrical Engineering, Mathematics.

Martin, Willard Edgar, Jr. — Somerville, Mass.
A.B. (Boston), A.M. (Harvard), English.

Maxwell, Edith Crawford — Laurel, Miss.
A.B. (Millsaps), English.

Michaels, Matilda Osborne — Durham, N. C.
A.B. (Duke), A.M. (Columbia), Education.

Michel, Harry Oscar — San Leandro, Calif.
B.S. (University of California), Biochemistry, Anatomy.

Miller, Harold William — Spartanburg, S. C.
A.B. (Wofford), A.M. (Duke), Greek.

Miller, William Taylor, Jr. — Winston-Salem, N. C.
A.B. (Duke), Chemistry.

Moore, Eugene Robert — Vernon, Texas
A.B. (Trinity), English.

Morgan, Jasper Eugene — Hillsboro, N. C.
B.S. (Wake Forest), A.M. (Duke), Physics.

Moses, Anna Katherine — Pittsburgh, Pa.
A.B., A.M. (Duke), English, German.

Mumford, Carey Gardner — Raleigh, N. C.
A.B. (Wake Forest), A.M. (Duke), Mathematics.

Munyan, Merrill Calvin — Worcester, Mass.
A.B. (Wesleyan), History.

Newcomer, Richard Seyler — Reading, Pa.
B.S. (Ursinus), Political Science, Economics.

Nuermberger, Gustave Adolph — Buffalo, N. Y.
A.B. (University of Buffalo), A.M. (Duke), History.

Oliver, Henry Madison, Jr. — Union City, Tenn.
A.B. (Southwestern), Economics.

Opp, Carl Joseph — Forest, O.
A.B. (Miami), A.M., Ph.D. (University of Cincinnati), Biochemistry.

Parker, Enid Rifner — Chattanooga, Tenn.
A.B. (University of Chattanooga), A.M. (Duke), Latin, Greek.

Parler, Mary Celestia — Wedgefield, S. C.
A.B. (Winthrop), A.M. (University of Wisconsin), English, German.

Peeler, Banks J. — Burlington, N. C.
A.B. (Catawba), B.D. (Central Theological Seminary), New Testament, Old Testament.

Pegram, Margaret Hanner — Guilford College, N. C.
A.B. (Guilford), Psychology, Sociology.

Phillips, Edward Lindsey — Durham, N. C.
A.B. (Duke), Political Science.

Pittman, Louie Delle — Greensboro, N. C.
A.B. (East Carolina Teachers College), Education.

Poteat, Mary — Marion, N. C.
A.B. (Woman's College of U. N. C.), A.M. (Columbia), English.

Pratt, Joseph Gaither — Winston-Salem, N. C.
A.B., A.M. (Duke), Psychology.

Pullias, Earl Vivon — Castalian Springs, Tenn.
A.B. (Cumberland), A.M. (University of Chicago), Education.

Rainsford, Albert Edwin — Edgefield, S. C.
B.S. (University of South Carolina), A.M. (Duke), Chemistry.

Rankin, John Stewart, Jr. — Essex, Conn.
A.B., A.M. (Wesleyan), Zoölogy, Botany.

Rawlinson, Cam Rhodes — Rock Hill, S. C.
A.B. (Winthrop), Education.

Reddish, Paul Sigman — Durham, N. C.
A.B. (Duke), Zoölogy, Botany.

Reed, John Frederick — Roxbury, Maine
A.B. (Dartmouth), Botany, Zoölogy.

Reed, Mildred Gant Stites — Hopkinsville, Ky.
A.B. (Duke), Botany, Zoölogy.

Reeves, Carl Walker — Fountain Inn, S. C.
B.S. (Citadel), A.M. (Columbia), English.

Reichenberg, Wally — Vienna, Austria
(Teachers College, Austria), A.M. (Boston), Psychology.

Renfrow, William Burns, Jr. — Charlotte, N. C.
B.S. (Furman), Chemistry, Physics.

Riddick, Floyd Millard — Durham, N. C.
A.B. (Duke), A.M. (Vanderbilt), Political Science, Economics.

Rintelen, Joseph Charles, Jr. — St. Albans, L. I., N. Y.
B.S. (Brooklyn Polytechnic Institute), M.S. (Cornell), Chemistry.

Roberson, Paul Dawson — Robersonville, N. C.
A.B. (Duke), Political Science.

Roberts, Beatrice Thelma — Hillsboro, N. C.
A.B. (Woman's College of U. N. C.), Mathematics, Education.

Robins, Mary Blackwell — Durham, N. C.
A.B. (Winthrop), Psychology.

Root, Paul Adelbert — Seattle, Wash.
A.B. (Asbury), B.D. (Duke), Sociology, Philosophy.

Rose, Jesse Lee — Navy Yard, S. C.
A.B. (College of Charleston), A.M. (Duke), Greek, Latin.

Rowe, Francis Turner — Hillsboro, Md.
A.B. (Duke), Botany.

Rundlett, Thurman Learoyd — Moriah, N. Y.
A.B. (Colgate), Physics, Mathematics.

Scanlon, Mary Rebecca — Morgantown, W. Va.
A.B. (West Virginia), English, Philosophy.

Schoolland, John Bernard — Albany, N. Y.
A.B. (University of Michigan), A.M. (University of Colorado), Psychology, Sociology.

Seigler, Milledge Broadus — Batesburg, S. C.
A.B. (Furman), English.

Shankle, Herbert Lazelle — Mt. Gilead, N. C.
A.B., A.M. (Duke), Chemistry.

Shelley, Alfred Bernard Rowland — Savannah, Ga.
B.S. (Tufts), A.M. (Harvard), English.

Sigmon, Hugh William — Newton, N. C.
A.B. (Lenoir Rhyne), M.S. (North Carolina State), Chemistry.

Simmons, Edgar Boyd — Sugar Grove, W. Va.
A.B. (Bridgewater), Mathematics.

Simpson, William Hays — Durham, N. C.
A.B. (Tusculum), A.M. (Duke), Political Science.

Slack, Herbert William — Sunbury, Pa.
B.Sc. in Biology (Bucknell), Education, Botany, Zoölogy.

Smith, Burke McGuire — Durham, N. C.
A.B. (Duke), Psychology.

Smith, Virginia Baxter — Demorest, Ga.
A.B. (Piedmont), A.M. (University of Georgia), English.

Spangler, Helen Virginia — Morgantown, W. Va.
A.B., M.S. (West Virginia), Botany, Zoölogy.

Stadthagen, Heinz — Berlin, Germany
A.B. (Bethany), Economics.

Stevenson, Matthews Bradley — New York, N. Y.
A.B. (Duke), French.

Stirewalt, Martin Luther, Jr. — Salisbury, N. C.
A.B. (Lenoir Rhyne College), Greek, Latin.

Stuart, Charles Edward — Rochester, N. Y.
A.B. (Duke), Psychology.

Sykes, Paul Greene — Durham, N. C.
B.S. (Wake Forest), Education.

Tatum, William Gilchrist, Jr. — McColl, S. C.
A.B. (Duke), Mathematics.

Tiffin, Marguerite Emma — Seattle, Wash.
B.S. (University of Washington), M.S. (University of Colorado), Zoölogy.

Tillery, Doris Katherine — Scotland Neck, N. C.
A.B. (Meredith College), Mathematics.

Trawick, Sarah Katherine — Spartanburg, S. C.
A.B. (Converse), English.

Truesdale, James Nardin — Durham, N. C.
A.B., A.M. (Duke), Greek.

Ullman, Vaughn Jacob — Harriettsville, O.
B.S. (Ohio), M.Sc. (Ohio State), Zoölogy.

Vandivere, Edgar Filmore, Jr. — Atlanta, Ga.
A.B. (Emory), Mathematics, Physics.

Vermont, Albert — Spartanburg, S. C.
A.B. (Wofford), French, Spanish.

Vincent, Gladys Randolph — Salem, W. Va.
A.B. (Salem), A.M. (West Virginia), Education, Psychology.

Vincent, Joseph Leland — Salem, W. Va.
A.B. (Salem), A.M. (West Virginia), Education, Psychology.

Waite, Alexander — Durham, N. C.
A.B. (University of South Carolina), M.Ed. (Duke), Education, Psychology.

Wallace, Lillian Parker — Raleigh, N. C.
A.B. (University of Denver), M.S. (North Carolina State), History.

Watson, Karl Brantley, Jr. — Lookout Mountain, Tenn.
B.S., A.B. (University of Chattanooga), Education, Psychology.

Webb, Thomas Norfleet — Hillsboro, N. C.
A.B. (University of North Carolina), Botany.

Webster, Margaret Dorothy — Pictou, N. S., Canada
B.S., M.Sc. (Dalhousie), Biochemistry, Advanced Physiology.

Westerhof, Anthony Cornelius — Holland, Mich.
A.B. (Calvin), A.M. (Duke), Psychology.

Whaley, Otis — Durham, N. C.
B.S. (East Tennessee State Teachers College), M.Ed. (Duke), Political Science.

White, Gladys Ruth — Durham, N. C.
A.B., A.M. (Duke), Physics.

White, Mary Rebecca — Fairmont, W. Va.
A.B. (Fairmont State Teachers College), Education, Latin.

Whitenfish, Abe Irving — Richmond, Va.
B.S. (University of Richmond), A.M. (Duke), Chemistry, Physics.

Wiley, Frances Amelia — Abingdon, Va.
A.B. (Emory and Henry), History, Political Science.

Wilgus, William E. — Frankford, Del.
A.B. (University of Delaware), Economics, Political Science.

Wilkerson, Helen Elizabeth — Nashville, Tenn.
A.B. (Duke), Psychology, Sociology.

Wilkinson, Nan Elizabeth — Shelby, Miss.
B.S. in Education (Mississippi Delta State Teachers College), History. English.

Williams, William Denison — Scotia, N. Y.
B.S. in E.E., M.S. (Union), Physics.

Williford, Annie May — Anderson, S. C.
A.B. (Anderson), A.B. (Barnard), A.M. (Columbia), History.

Winton, Lowell Sheridan — Fredericktown, Pa.
B.S. (Grove City), A.M. (Oberlin), Mathematics.

Woodward, John Lisbon — Durham, N. C.
A.B. (Duke), Education.

Wynne, Robert Baker — Williamsburg, Va.
A.B., A.M. (College of William and Mary), English, Philosophy.

Zimmerman, Carroll Louis — Miamisburg, O.
A.B. (Miami), Physics, Mathematics.

Zirkle, George — Kingston, Tenn.
A.B. (Tusculum), A.M. (Duke), Psychology, Sociology.

SUMMER OF 1934; FIRST TERM

Adams, Robert Lausch — Rothsville, Pa.
B.S. (Millersville State Teachers College), Education.

Adams, William Marvin — Weir, Miss.
A.B. (Mississippi State Teachers College), Education.

Akins, Charles Wesley — Ethel, Miss.
B.S. (Mississippi State College), Education.

Albright, Willie Thelma — Winston-Salem, N. C.
A.B. (Greensboro College), English.

Alexander, Ruth — Greeneville, Tenn.
A.B. (Tusculum College), Economics, History.

Alford, Attie — Bonifay, Fla.
A.B. (Agnes Scott College), English.

Alford, Ruth Virginia — Bonifay, Fla.
A.B. (Chicora College), English.

Allen, Charlotte M. M. — Durham, N. C.
B.S. (William and Mary), Education.

Allen, Mary Elizabeth — Clarksburg, W. Va.
A.B. (Denison University), English.

Almon, Martha Davenport — Florence, Ala.
B.S. (Alabama State Teachers College), Education, History.

Anderson, Edna Katherine — Inverness, Miss.
A.B. (Mississippi State College for Women), Education.

Anderson, Ena Dell — Timmonsville, S. C.
A.B. (Columbia College), Education.

Anderson, Thomas, Jr. — Westminster, S. C.
A.B. (Furman University), German.

Artman, William Edgar — Yeagertown, Pa.
B.S. (Bloomsburg State Teachers College), History.

Askew, Betty Bernard — Camden, Ark.
A.B. (University of Arkansas), History, Economics.

Ausbon, Imogen Hix — Durham, N. C.
A.B. (Duke), Education.

Bailey, Eugene Cassidy — Davy, W. Va.
A.B. (Emory and Henry), Education, English.

Bailey, Ruth Eldora — Hattiesburg, Miss.
A.B. (Duke), Education, Mathematics.

Bailey, Wilda — Beckley, W. Va.
A.B. (Marshall College), Sociology.

Baldwin, Clinton Theodore — Camden, S. C.
A.B. (Furman University), History.

Ball, Martha Prudence — Huntington, W. Va.
A.B. (Marshall College), Sociology, History.

Barger, John Albert — West Monterey, Pa.
B.S. (Clarion State Teachers College), Education.

Barocco, Orlando Iderico — Elkland, Pa.
B.S. (Mansfield State Teachers College), Psychology, Education.

Barrett, Roscoe Conklin — Durham, N. C.
A.B. (University of North Carolina), Zoölogy.

Bates, Florence Wannamaker — Orangeburg, S. C.
A.B. (Winthrop College), French, English.

Beall, Richard Hugh — Hedgesville, W. Va.
B.S. (West Virginia University), Mathematics.

Beckham, Robert Samuel — Sumter, S. C.
A.B. (Presbyterian College), Zoölogy.

Beeler, Lora Luvernia — Palatka, Fla.
B.S. (Kansas State), M.S. (University of Colorado), Education.

Bell, Lottie Irene — Fairmont, W. Va.
A.B. (Fairmont State Teachers College), Economics.

Bell, Mary Catherine — Bristol, Tenn.
A.B. (University of Richmond), Latin.

Belvin, Elizabeth — Durham, N. C.
A.B. (Greensboro College), Education.

Bennett, Martha Alvana — Lakeland, Fla.
A.B. (Florida State College), Psychology, Education.

Bennett, Walter Hartwell, Jr. — Danville, Va.
A.B. (University of Richmond), Economics.

Benson, Olga Dorothea — Miami, Fla.
A.B. (University of Miami), History, Education.

Berry, Christine — Jackson, Miss.
B.S. (Mississippi State College for Women), Education.

Bettersworth, John Knox — Jackson, Miss.
A.B. (Millsaps College), History.

Beuchler, Stanley Charles — Pine Grove, Pa.
A.B. (Gettysburg College), Education.

Bigham, Marion Lee — Pontotoc, Miss.
A.B. (Mississippi State College for Women), Economics, History.

Bigham, Virgil Lee, Jr. — Pontotoc, Miss.
A.B. (Mississippi College), Education.

Blanchard, Leo Close — Nelson, Pa.
B.S. (Mansfield State Teachers College), Education, English.

Bobo, William Perry — Eupora, Miss.
A.B. (Mississippi College), Education, English.

Boggs, Mary Amber — Liberty, S. C.
A.B. (Greenville Woman's College), Latin.

Bogue, Helen Sarah — Jacksonville, Fla.
A.B. (University of Dubuque), Education.

Bolen, Claude Waldron — Bluefield, W. Va.
A.B. (Emory and Henry), History.

Boone, Sidney Grant — Drumhill, N. C.
A.B. (Duke), English.

Borden, Frances Lelia — Bluefield, W. Va.
A.B. (Concord State Teachers College), Education, English.

Boswell, Sidney — Robinson, Ga.
B.S. (South Georgia Teachers College), Education, English.

Bowen, Lucile — Savannah, Tenn.
A.B. (Union University), French.

Bowman, George Kinter — Wilkes-Barre, Pa.
B.S. (Albright College), Education.

Boyer, Catherine Winifred — Selinsgrove, Pa.
A.B. (Susquehanna University), Education.

Brabham, Margaret — Moultrie, Ga.
A.B. (Georgia State Woman's College), Education.

Bramlette, Nancy Lucile — Greenville, S. C.
A.B. (Winthrop College), German.

Brennan, Katharine — Brookhaven, Miss.
A.B. (Millsaps College), Education.

Brindle, George Richard — Chambersburg, Pa.
B.S. (Shippensburg State Teachers College), German.

Brinson, Alice Thorn — Moultrie, Ga.
B.S. (Georgia State College for Women), Education.

Brooks, Margaret Elizabeth — Buckhannon, W. Va.
A.B. (West Virginia Wesleyan), Education.

Brown, Olive Duncan — Wilmington, N. C.
B.S. (Woman's College of U. N. C.), Education.

Browning, Elmer Ross — Logan, W. Va.
A.B. (Marshall College), Education.

Browning, Marie Boggess — Logan, W. Va.
A.B. (Marshall College), Education, English.

Bryson, Daniel Winfred — Beckley, W. Va.
A.B. (Concord State Teachers College), Education, Psychology.

Buchanan, Grace Evelyn — Chilhowie, Va.
A.B. (Duke), Mathematics.

Burgess, James Rowland — Ashburn, Ga.
A.B. (Emory University), Education, Economics.

Burns, Bobby — Fitzgerald, Ga.
A.B. (Georgia State College for Women), English.

Cagle, Pauline Denson — Birmingham, Ala.
A.B. (Athens College), English.

Caldwell, John Tyler — Yazoo City, Miss.
B.S. (Mississippi State College), Economics.

Campbell, Walter H. — Woodbury, Tenn.
B.S. (Murfreesboro State Teachers College), Education.

Capel, William Clyde — Candor, N. C.
A.B. (Washington and Lee), A.M. (Columbia University), Sociology.

Carpenter, Virginia Magnolia — Durham, N. C.
A.B. (Duke), Education.

Carruth, Christian Hoover, Jr. — McComb, Miss.
B.S. (Millsaps College), Education.

Carruth, Wincie Ann — McComb, Miss.
B.S. (George Peabody College), Education.

Carter, Judson McGilvray — Johnson City, Tenn.
A.B. (Emory and Henry College), Education.

Carter, Rodney Graham — Durham, N. C.
B.S. (Alabama Polytechnic Institute), Education.

Casey, Mary Elizabeth — Moorhead, Miss.
A.B. (Mississippi State College for Women), Mathematics.

Caton, Eda M. — Harrisburg, Pa.
B.S., A.M. (Teachers College, Columbia University), English.

Caudill, Dennis D. — Morehead, Ky.
A.B. (Morehead State Teachers College), Economics, Education.

Cavendish, Vina Mae — Huntington, W. Va.
A.B. (Marshall College), Education.

Chaffin, Nora Campbell — Lillington, N. C.
A.B., A.M. (Duke), Education.

Chalker, Robert Phelps — Panama City, Fla.
A.B. (Duke), Education.

Chandler, Everett Roller — Chester, W. Va.
B.S. (Mount Union College), Zoölogy.

Chapman, Robert Carrol — Greenville, S. C.
B.S. (Clemson College), Education.

Chastine, Olive Talles — Jackson, Miss.
A.B. (Mississippi State College for Women), Education.

Chazal, Charlotte Blanchard — Ocala, Fla.
A.B. (Florida State College for Women), Education, Mathematics.

Click, Cora Catherine — Bridgewater, Va.
A.B. (Bridgewater College), Mathematics.

Clifton, Chester Stanley — Crisp, Texas
A.B. (Trinity University), Sociology.

Codd, Marjorie Virginia — Portsmouth, Va.
B.S. (Farmville State Teachers College), Education, History.

Coffelt, Edith Elizabeth — Waco, Texas
A.B. (Baylor University), Education, English.

Coleman, Donna Elizabeth — El Paso, Texas
A.B. (Texas Woman's College), Education, English.

Coleman, Margaret Louise — Durham, N. C.
A.B. (Duke), English.

Conoley, Rudolph Evander — Everglade City, Fla.
A.B. (Davidson College), History.

Cook, James Jackson — Jesse, W. Va.
A.B. (Concord State Teachers College), Sociology.

Cooper, Thelma Kathryn — Williamstown, Pa.
A.B. (Ursinus College), Education, English.

Copeland, Rachel Victoria — Windsor, N. C.
A.B. (Duke), English, French.

Coppage, Charlotte Godiva — Vanceboro, N. C.
A.B. (Woman's College of U. N. C.), Education, Economics.

Couch, Leon Voight — Eureka, N. C.
A.B. (Emory and Henry), Education, History.

Couch, Ruth Worthington — Eureka, N. C.
B.S. (Woman's College of U. N. C.), Economics.

Countiss, Arthur Allen — Honaker, Va.
A.B. (Emory and Henry), Education, History.

Covington, Bessie — Red Springs, N. C.
A.B. (Flora Macdonald College), Latin.

Cox, Robert Boyd — Johnson City, Tenn.
A.B. (University of Tennessee), A.M. (Peabody College), English.

Craig, Martha Florence — New Albany, Miss.
A.B. (Brenau College), Education.

Crawford, Annie Lee — Laurel, Miss.
A.B. (Mississippi State College for Women), History.

Crawford, Elizabeth Gold — Winchester, Va.
A.B. (Mary Baldwin College), Education.

Curlee, Arley Theodore — Winston-Salem, N. C.
A.B. (University of North Carolina), Mathematics.

Dahmer, Alfred Russell — Kline, W. Va.
A.B. (Shepherd State Teachers College), Education, English.

Dalton, William Theophilus — Goshen, Ala.
B.S. (University of Alabama), Education.

Davis, Alberta Lee — Pensacola, Fla.
A.B. (Florida State College for Women), English.

Davis, Elizabeth Wood — Roxboro, N. C.
A.B. (Smith College), Education.

Davis, Ira Claude — Greenville, S. C.
A.B. (Furman University), Economics, Education.

Davis, Mann Gregg, Jr. — Miami, Fla.
A.B. (University of Miami), Education, Sociology.

Davis, Virginia Bridges — Harrisburg, Pa.
B.S. (Shippensburg State Teachers College), English.

Day, Lyndon Robert — Topeka, Kan.
A.B. (Washburn College), German.

Dean, Charles Wesley, Jr. — Tazewell, Va.
A.B. (Emory and Henry), German.

Deans, Edwina — Wilson, N. C.
A.B. (Woman's College of U. N. C.), Education, Psychology.

DeMond, Robert Orley — Buffalo, N. Y.
A.B., A.M. (Syracuse University), History.

Depew, Arthur McKinley — West Palm Beach, Fla.
A.B. (Milligan College), Sociology.

Dewberry, Joseph Hubert — Stillmore, Ga.
B.S. (South Georgia Teachers College), Education.

Dial, Fred William — West Hamlin, W. Va.
A.B. (Eastern Kentucky Teachers College), Education.

Dickson, Bonnie Ethel — Helton, N. C.
A.B. (Duke), English.

Dill, Gladys Louise — Birmingham, Ala.
A.B. (Woman's College of Alabama), History.

Dobbins, Artie Hunt — Chattanooga, Tenn.
A.B. (University of Chattanooga), Education.

Doby, Julia Lillian — Newsom, N. C.
A.B. (Woman's College of U. N. C.), German.

Dorman, Marion Wallace — Homer, La.
A.B. (Louisiana State Normal), English.

Dotson, Hugh Hight — Boone, N. C.
B.S. (Appalachian State Teachers College), English.

Dotson, Roy — Boone, N. C.
B.S. (Appalachian State Teachers College), Education.

Doub, Richard Edward — Williamsport, Md.
B.S. (Gettysburg College), Education.

Dowd, Orren Edwards — Dunn, N. C.
A.B. (Duke), Education.

Dowdle, Grace — Demorest, Ga.
A.B. (Piedmont College), Education.

Dribben, William Barnett — Cleveland, Miss.
A.B. (Millsaps College), Education.

Duke, Julia Sneed — Savannah, Ga.
A.B. (University of Tennessee), English, Education.

Dunkelberger, Charles LeRoy — Frackville, Pa.
B.S. (Keystone Teachers College), Education.

Dunn, Elmer Cowan — Johnson City, Tenn.
B.S. (East Tennessee State Teachers College), Mathematics.

DuPre, Fannie Jossette — Abbeville, S. C.
A.B. (Lander College), History.

Durst, Margaret Rebecca — Keyser, W. Va.
A.B. (University of Michigan), English.

Eckard, Edwin Woodrow — Hinton, W. Va.
A.B. (Marshall College), Economics.

Elgar, Grace — Wytheville, Va.
A.B. (Duke), Education.

Elliott, Gladys Berry — Bedford, Va.
A.B. (Barnard College, Columbia University), French.

Ellis, Melvin Hobson — Lexington, Miss.
A.B. (University of Mississippi), History, Education.

Enstrom, Eric Alford — Rices Landing, Pa.
A.B. (Waynesburg College), Economics, Sociology.

Espy, Gladys — Moultrie, Ga.
A.B. (Mercer College), Education.

Essick, Robert Edwin — West Salem, O.
B.S. (Ashland College), Education, History.

Evancoe, Paul John — Renovo, Pa.
A.B. (Lebanon Valley College), Education.

Evans, Daisy Reid — Miami, Fla.
A.B. (University of Miami), Education.

Farrington, Joseph A. J., Jr. — Cooleemee, N. C.
B.S. (Duke), Chemistry.

Faulkner, Lawson — Princeton, W. Va.
A.B. (Concord State Teachers College), Education, History.

Felder, Herman McDonald — Mullins, S. C.
A.B. (Wofford College), English.

Fields, Riley Clinton — Carthage, N. C.
A.B. (Duke), History, English.

Fike, Cora Ruth — Eglon, W. Va.
A.B. (Bridgewater College), Education, Mathematics.

Finklea, John James — Evergreen, Ala.
B.S. (Howard College), Education.

Fischer, Marian Agnes — Gettysburg, Pa.
A.B. (Gettysburg College), French.

Fishburn, Ynez — Gulfport, Miss.
A.B. (Southwestern College), Education.

Fisher, Jesse Gilbert — Miami, Fla.
A.B. (Indiana University), French.

Fitts, Thomas Franklin — Palestine, Texas
A.B., A.M. (Texas Christian University), History.

Flanders, Bertram Holland — Oxford, Ga.
A.B., A.M. (Emory University), English.

Flansburgh, Clare Julina — Staunton, Va.
A.B. (University of Maryland), A.M. (Middlebury College), French.

Fletcher, Mildred Jane — Williston, Fla.
B.S. (Florida State College for Women), Economics.

Flink, Marie — Kosciusko, Miss.
A.B. (Millsaps College), Education.

Flinner, Laurence Victor — Ellwood City, Pa.
A.B. (Geneva College), History.

Fluegel, Edna Rose — Wilkes-Barre, Pa.
A.B. (Marywood College), Economics, History.

Foltz, Peter Frederick — Terre Hill, Pa.
B.S. (Millersville State Teachers College), English, Economics.

Foster, William Omer — Durham, N. C.
A.B. (Transylvania College), M.A. (Columbia University), B.D. (Yale), Education, Economics.

Foy, Charles Knox — Gastonia, N. C.
B.S. (George Peabody College), Education.

Francis, Joseph Langhorne — Capron, Va.
B.S. (William and Mary), Education.

Freeman, Robert Earle — Taylors, S. C.
A.B. (Furman University), English.

Fye, Ethel May — Portage, Pa.
A.B. (University of Pittsburgh), Education, English.

Gans, Leona Marie — Point Marion, Pa.
B.S. (West Virginia University), Education, Sociology.

Gardner, Eugene Elmore — Greenville, S. C.
A.B. (Furman), A.M. (University of Chicago), French.

Gardner, James Robert — McKenzie, Tenn.
A.B. (Lambuth College), Zoölogy.

Garrett, Ruth Ogden — Clarksburg, W. Va.
A.B. (Denison University), Education, History.

Garrison, Rubie Belle — Anderson, S. C.
A.B. (Lander College), Education, Economics.

Gaulding, Roxie Geraldine — Memphis, Tenn.
B.S. (Tennessee State Teachers College), English.

Gecenok, Isadore Nathan — Salem, N. J.
A.B. (St. John's College), Education.

Gentry, John Baker, Jr. — Greenville, S. C.
B.S. (Furman University), Education.

George, Theodore Samuel — Grove City, Pa.
B.S. (Grove City), Education, Mathematics.

Gettys, Elizabeth Thomas — Rock Hill, S. C.
A.B. (Winthrop College), Education, Economics.

Gibson, Harvey Taylor — Greenville, S. C.
A.B. (Furman University), English.

Gilbert, Charles Russell — Gettysburg, Pa.
B.S. (Gettysburg College), History.

Gill, Gertrude — Homer, La.
A.B. (Louisiana State Normal), English.

Gill, Sara Katherine — Barnesboro, Pa.
B.S. (Indiana State Teachers College), Education, Mathematics.

Gillespie, Helen — Lancaster, S. C.
A.B. (Converse College), English, History.

Gillies, James Joseph — Turtle Creek, Pa.
B.S. (Allegheny College), Education, History.

Gissendanner, Annie Lee — Pinckard, Ala.
B.S. (University of Alabama), Education.

Goertz, Clare Marion — Sanford, Fla.
A.B. (Florida State College for Women), Mathematics.

Goode, Hal Kelly — Rutherford College, N. C.
A.B. (Duke), Education.

Gordon, Miriam Jackson — Louisville, Ga.
A.B. (Georgia State College for Women), Education, Sociology.

Graham, Arthur Leo — Galveston, Texas
B.S. (Texas Christian University), Education.

Grant, William Arthur — Louisville, Ky.
A.B. (Kentucky Wesleyan), A.M. (University of Kentucky), English.

Gray, Elizabeth Camille — Durham, N. C.
A.B. (Duke), Education.

Green, Ernest Joshua — Columbia, S. C.
A.B., A.M. (Duke), Education.

Griffin, Mary Elizabeth — Tifton, Ga.
A.B. (Wesleyan College), Education, English.

Guess, Sadie May — Brookhaven, Miss.
A.B. (Mississippi State College for Women), Education.

Gump, Lloyd L. — Fairview, W. Va.
A.B. (Fairmont State Teachers College), Education, Psychology.

Gunn, Margaret Lovelace — Augusta, Ga.
A.B. (University of Georgia), Education, French.

Guthrie, Mary Elizabeth — Indiana, Pa.
B.S. (Indiana State Teachers College), Education.

Guy, Philip Aloysius — Mildred, Pa.
B.S. (Mansfield State Teachers College), Education.

Haines, John Markle — Butler, Pa.
B.S. (St. John's College), History.

Hale, Robert Nelson — Endeavor, Pa.
B.S. (Edinboro State Teachers College), Education.

Hale, Thomas King — Frackville, Pa.
A.B. (Pennsylvania State), Education.

Hall, Olney Floyd — Catlettsburg, Ky.
B.S. (Murray State Teachers College), Economics.

Hall, Thaddaeus Bland — Covington, Tenn.
A.B. (Southwestern University), English.

Hall, Thomas Orbra — Dayton, Tenn.
A.B. (Bethel College), Education.

Hamill, Willie Mae — Sturgis, Miss.
A.B. (Grenada College), English.

Hamm, Gladys Irene — Hanover, Pa.
A.B. (Western Maryland), Education, Mathematics.

Hannen, Lew Wallace — Chester, W. Va.
A.B. (Oberlin College), Education.

Hardaway, Elizabeth Annis — Durham, N. C.
A.B. (Duke), Education.

Hardman, Linn B. — Tanner, W. Va.
A.B. (Glenville State Teachers College), Education, English.

Harris, Florence Catherine — Burlington, N. C.
A.B., A.M. (Duke), Education.

Harris, Frances Elizabeth — Good Hope, Ga.
A.B. (Wesleyan College), Education.

Harris, Margaret Lee — Durham, N. C.
A.B. (Duke), Education, Sociology.

Harrison, Francis Eugene, Jr. — Abbeville, S. C.
B.S. (Citadel), French.

Hassell, Allene Brinkley — Durham, N. C.
A.B. (East Carolina Teachers College), Education.

Hauge, Harold Henry — Renova, Pa.
A.B. (Upsala College), Education, English.

Hawley, Eva Claire — Morgantown, W. Va.
A.B. (West Virginia University), Economics, French.

Heflin, Maude Bass — Durham, N. C.
A.B., A.M. (Duke), History.

Hempel, Robert Charles — Braddock, Pa.
A.B. (University of Pittsburgh), English.

Henderson, Grace — Monroe, N. C.
A.B. (Flora Macdonald), English.

Henry, Howard Emerson — Dover, Dela.
B.S. (New Jersey State Teachers College), Education, English.

Hess, John Henry — Fryburg, Pa.
Litt.B. (Grove City College), Education.

Hettinger, Charles Paul — Baden, Pa.
A.B. (Thiel College), English.

Hewell, Onyce Olive — Dewey Rose, Ga.
A.B. (Piedmont College), English.

Hicks, Graham Herndon — Jackson, Miss.
B.S. (University of Mississippi), Education.

Hilliard, Frances Pauline — Clinton, Ky.
A.B. (Murray State Teachers College), English.

Hix, Mary Elizabeth — Durham, N. C.
A.B. (Duke), Education.

Hoag, Merritt Eldred — Greenwich, O.
B.S. (Edinboro State Teachers College), Education.

Hoag, Ruth Lowry — Fort Worth, Texas
A.B. (Texas Christian University), Education, English.

Hoffman, Emily Gray — Bunker Hill, W. Va.
A.B. (West Virginia University), English.

Hoffman, Ira Penn — Pocono Pines, Pa.
B.S. (Bucknell University), Education.

Hoggard, Richard Norfleet — Lewiston, N. C.
A.B. (Duke), English.

Holland, Lynwood M. — Dawson, Ga.
B.S. (Emory University), History.

*Hooper, Conrad Sidney, Jr. — Durham, N. C.
A.B. (Duke), English.

Hooper, Winona Elizabeth — Robbinsville, N. C.
A.B. (Meredith College), English.

Hostetter, Grace Lavinia — Manheim, Pa.
B.S. (Millersville Teachers College), Education, History.

Hower, James Ernest — Berwick, Pa.
B.S. (Gettysburg College), Education, Psychology.

Hudson, Mildred MoNelle — Utica, Miss.
A.B. (Mississippi State College for Women), Education.

Hughes, Frances — Glenville, Ga.
A.B. (Georgia State Woman's College), Education, History.

Hughes, Homer Howard — Sycamore, Ga.
B.Ph. (Emory University), English.

Hulbert, Marie Jones — Augusta, Ga.
B.S. (University of Georgia), Education.

Humphreys, Mary Emily — Berlin, Md.
A.B. (Western Maryland College), History.

Hunt, Eleanor Louise — Apex, N. C.
B.M. (Meredith College), History.

Hunt, Melba Cleo — Apex, N. C.
A.B. (Meredith College), Zoölogy.

Hunter, Edith Phyllis — St. Benedict, Pa.
B.S. (Indiana State Teachers College), Education, Economics.

Hunter, Meryl Wallace — Glenmont, O.
A.B. (Ashland College), Education.

Hurley, Myrtis Tilden — Winter Garden, Fla.
A.B. (Bessie Tift College), Education.

Hutchinson, Merrill Eugene — Yeagertown, Pa.
B.S. (Juniata College), Education, History.

Jacks, William LeRoy — Hummelstown, Pa.
B.S. (Lebanon Valley College), Education.

Jackson, Verdye Catherine — Dunn, N. C.
A.B. (Woman's College of U. N. C.), Education.

Jacobs, James Arnold — Buies, N. C.
B.S. (Murray State Teachers College), Education.

Jacobs, Marion Lee — Chapel Hill, N. C.
B.S., M.S. (University of Nebraska), Mathematics.

Jean, Susie Mae — Houston, Miss.
B.S. (Mississippi State College for Women), Education.

Jewell, Louise — Johnson City, Tenn.
A.B. (Tusculum College), French.

Johnson, Aliene — Mount Berry, Ga.
A.B. (Catawba College), English.

Johnson, Helen Louise — Warren, Pa.
A.B. (Mount Holyoke College), Zoölogy, Botany.

Johnson, Lillian — Mount Airy, N. C.
A.B. (Meredith College), Zoölogy, Economics.

Johnson, Maudell Lavonia — Timpson, Texas
A.B. (Baylor University), English.

Johnston, Glenn William — New Castle, Pa.
B.S. (Geneva College), Education.

* A.B. to be conferred June, 1935.

Jones, Edith Elizabeth — Signal Mountain, Tenn
A.B. (University of Chattanooga), Economics.

Jones, Perlie Walter — Galax, Va.
A.B. (Emory and Henry), Education.

Jones, Stella Marie — Stollings, W. Va.
A.B. (Marshall College), Zoölogy.

Joslin, Vinnie Rona — Columbus, O.
A.B. (Earlham College), History.

Jupenlaz, Fred August — Covington, Pa.
B.S. (Mansfield State Teachers College), Education, History.

Keen, Ruth — Bowling Green, Ky.
B.S. (Peabody College for Teachers), History.

Keesee, Aubrey Mays — Java, Va.
A.B. (William and Mary College), Economics.

Kelley, Joseph Jackson — Carrollton, Ga.
A.B., B.Ph. (Emory University), French, Education.

Kelley, Rhoda Athaleene — Durham, N. C.
A.B. (Duke University), English.

Kelley, Weddington Harold — Douglasville, Ga.
A.B., A.M. (University of Georgia), English.

Kelly, Sarah Majel — Pineville, Ky.
A.B. (Meredith College), Psychology, Sociology.

Kennedy, Mary — Durham, N. C.
A.B. (Randolph-Macon Woman's College), Education, History.

King, Robert Herndon — Topeka, Kan.
A.B. (Washburn College), German.

Kinney, Hinton Eugene — Temple, Ga.
B.S. (South Georgia Teachers College), Economics, History.

Kirkland, Mary Rebecca — Durham, N. C.
A.B. (Duke), Education.

Knisely, Sarah Kathryn — Elizabethville, Pa.
A.B. (Wilson College), Education, English.

Kuhn, William Jamison — Geneva, O.
A.B. (Hiram College), Economics, History.

Kyle, Jean Elizabeth — Clarksburg, W. Va.
A.B. (West Virginia University), English, French.

Ladner, Heber Austin — Lumberton, Miss.
B.S. (Millsaps College), History.

Lambert, Eloise — Ironton, O.
A.B. (Duke), French.

Langdale, Marguerite — Valdosta, Ga.
A.B. (Georgia State Woman's College), Latin.

Lanier, Clara Duncan — Dublin, Ga.
B.S. (Georgia State Woman's College), Education, English.

Lansdell, Emily Kilpatrick — Hephzibah, Ga.
A.B. (Coker College), English.

Lea, Jenny Lovell — Chattanooga, Tenn.
A.B. (University of Chattanooga), Economics.

League, Mildred Hattie — Travelers Rest, S. C.
B.S. (Greenville Woman's College), Education, Sociology.

Ledbetter, Jap — Shelby, N. C.
A.B. (Duke), Education.

LeGwin, Mary McCullen — Rockingham, N. C.
A.B., A.M. (Duke), Chemistry.

Lewis, George Gordon — East Hickory, Pa.
B.S. (Edinboro State Teachers College), Education, History.

Lewis, Gomer Junior — Jermyn, Pa.
B.S. (Mansfield State Teachers College), Education.

Lilly, Owen Pendleton — Glen Hedrick, W. Va.
A.B. (Concord State Teachers College), Education.

Lincoln, Clarene Elizabeth — Broadway, Va.
A.B. (Elon College), Psychology.

Lloyd, Mary Lenore — Charlotte, N. C.
A.B. (Queens-Chicora College), Education.

Logan, Mary Sue — Fort Worth, Texas
B.Ed. (Texas Christian University), Education, Psychology.

Loggins, Sarah Willis — Greenwood, Miss.
A.B. (Mississippi State College for Women), Education, English.

Long, Mary Eleanor — Tupelo, Miss.
A.B. (Mississippi State College for Women), English, History.

Longanecker, Edwin Snyder — Littlestown, Pa.
B.S. (Shippensburg State Teachers College), Education.

Lovvorn, Mary — Carrollton, Ga.
A.B. (Bessie Tift College), English.

Lowe, Claude William — Edison, Ga.
A.B. (University of Georgia), Economics, Education.

Lynch, Robert Allen — Tyronza, Ark.
A.B. (Arkansas State Teachers College), Education, Economics.

Lynn, Vera Evelyn — Baxley, Ga.
A.B. (Bessie Tift College), Education.

McCallie, Spencer Jarnagin — Chattanooga, Tenn.
A.B. (University of Virginia), Education, History.

McCamey, Kathryn Elizabeth — Butler, Pa.
B.S. (Slippery Rock State Teachers College), Education.

McCarthy, Louise Anne — White Oak, Ga.
B.S. (Georgia State College for Women), Education.

McCaslin, Phoebe Elizabeth — Ellwood City, Pa.
A.B. (Geneva College), Education.

McCollum, Mary E. — Donora, Pa.
B.S. (California State Teachers College), Education, English.

McConnell, John Daniel — Winston-Salem, N. C.
B.S. (Davidson College), Economics.

McCormick, Addie — Miami, Fla.
B.S. (Florida State College for Women), Education.

McCormick, Dwight Williams — Bromwell, W. Va.
A.B. (Concord State Teachers College), Education, History.

McCowan, Dora Viva — Peoples, Ky.
A.B. (Hope College), Education, English.

McDowall, Jack — Winter Park, Fla.
B.S. (North Carolina State College), Education.

McElmurray, Emily Leslie — Waynesboro, Ga.
A.B. (Georgia State College for Women), Education, Psychology.

McInnis, Sam W. — Gainesville, Fla.
A.B., A.M. (University of Florida), Mathematics.

McKay, James Taylor — Lavonia, Ga.
Ph.B. (Piedmont College), Education.

McKee, John Anderson — Rowlandsville, Md.
A.B. (University of Pennsylvania), Education.

McKenzie, Thelma Page — Sulligent, Ala.
A.B. (Mississippi State College for Women), Education, Sociology.

McMahon, Anne — Beaumont, Texas
A.B. (Texas University), Education, English.

McMorrough, Harriet Enochs — Lexington, Miss.
A.B. (Grenada College), History.

McRae, Mary Leslie — Iuka, Miss.
A.B. (University of Mississippi), Education, History.

Madison, Blaine Mark — Olin, N. C.
A.B. (High Point College), A.M. (Duke), Education.

Magill, John William — Clairton, Pa.
B.S. (California State Teachers College), Mathematics, Chemistry.

Mandeville, Sara Elise — Jesup, Ga.
A.B. (Georgia State Woman's College), Education, History.

Manning, Alice May — Waynesburg, Pa.
A.B. (Pennsylvania State), Economics, Education.

Markham, Evelyn — Jacksonville, Fla.
B.S. (Florida State College for Women), English.

Markham, Ruth Ahlborn — Durham, N. C.
A.B. (Woman's College of U. N. C.), Education.

Martin, Marietta Pauline — Montgomery, W. Va.
A.B. (New River State College), Economics, History.

Martin, Thomas Lee — Dawson, Ga.
A.B. (Emory University), Education.

Mathews, John Cornelius, Jr. — Nashville, Ga.
B.S. (Emory University), Zoölogy.

Maxwell, Edith Crawford — Laurel, Miss.
A.B. (Millsaps College), English.

Meredith, Evelyn Tucker — Nichols, Fla.
A.B. (University of Cincinnati), English, History.

Metz, Earl Clarence — West Salem, O.
A.B. (Capital University), Education, History.

Mewshaw, Erma Moore — Winston-Salem, N. C.
A.B. (Meredith College), English.

Michael, Paul George — Fairview, W. Va.
A.B. (Fairmont State Teachers College), Education.

Milam, Ethel — Sutherlin, Va.
B.S. (Harrisonburg State Teachers College), Economics.

Miller, Bernice Rosamond — Hermanville, Miss.
A.B. (Millsaps College), History.

Miller, Paul Robert — Springville, Pa.
B.S. (Mansfield State Teachers College), Education.

Mimms, Louise Sharkey — Utica, Miss.
A.B. (Belhaven College), Education, English.

Misenheimer, Mary Ethel — Lexington, N. C.
A.B. (Meredith College), Education.

Mitchell, Bessie Ward — Sparta, Tenn.
A.B. (Maryville College), English.

Mitchell, James Harvey — Franklinville, N. C.
B.S. (Furman University), Education.

Montgomery, Reid Hood — Richburg, S. C.
A.B. (Wofford College), French, Economics.

Moore, Allie Mae — Travelers Rest, S. C.
B.S. (Greenville Woman's College), Education, Sociology.

Moore, John Burchell — Augusta, Ga.
A.B., A.M. (University of South Carolina), English.

Moore, Katheryn — Newbern, Tenn.
A.B. (Union University), French.

Moore, Katherine Boude — Takamatsee, Japan
A.B. (Flora Macdonald College), German.

Moore, Ross Henderson — Jackson, Miss.
B.S. (Millsaps), A.M., M.S. (University of Chicago), History.

Moorman, Claude Thurman — Roanoke, Va.
B.S. (Virginia Military Institute), Education.

Morris, Emma Dean — Point Marion, Pa.
A.B. (Muskingum College), History.

Morrow, Alice Elbridge — Louisville, Ky.
A.B. (Western College), Education, History.

Mount, Elizabeth — Jacksonville, Fla.
A.B. (Wesleyan College), Education.

Mounts, Charles Eugene — Gainesville, Fla.
A.B., A.M. (University of Florida), English.

Mouton, Eve Rita — Lafayette, La.
A.B. (Southwestern Louisiana Institute), French.

Moyer, Anna Mary — Hummel's Wharf, Pa.
A.B. (Susquehanna University), French.

Mullen, Anthea Frances — Charlotte, N. C.
A.B. (Queens-Chicora College), Education.

Mullins, Earl Bryan — Pound, Va.
A.B. (Milligan College), History.

Murchison, Ruth Claudia — Rock Hill, S. C.
A.B. (Winthrop College), Education, Economics.

Newman, Mary Rowena — Winston-Salem, N. C.
A.B. (Duke), Education.

Nichols, Anna Faye — Durham, N. C.
A.B. (Elon College), Education.

Nicholson, Mary Davis — Worthington, Pa.
A.B. (Westminster College), French, History.

Nissley, Christian Musser — Neffsville, Pa.
A.B. (Franklin and Marshall College), Zoölogy.

Northcutt, Jewelle Rosalind — McFarlan, N. C.
A.B. (Columbia College), Latin.

Norton, William Randolph — Glen Hedrick, W. Va.
A.B. (Lynchburg College), Education.

Oden, Wilbur Penn — Cullman, Ala.
A.B. (University of Alabama), Chemistry.

Oliver, Maggie Louise — Meadville, Miss.
A.B. (Mississippi State College for Women), Education, English.

Otey, Cosby Millard — Crumpler, W. Va.
A.B. (Concord State Teachers College), Education.

Parker, Anne Elizabeth — Chattanooga, Tenn.
A.B. (University of Chattanooga), French.

Parker, Beulah Britain — Chattanooga, Tenn.
A.B. (University of Chattanooga), History.

Parker, Blanche — Ogeechee, Ga.
A.B. (Georgia State Woman's College), English.

Parr, Lois Alberta — Atlanta, Ga.
B.S. (Peabody College), English.

Partlow, Benjamin Wissler — Bedford, Va.
B.S. (Washington and Lee University), M.S. (George Washington University), Mathematics.

Pearce, Lora May — Augusta, Ga.
Ph.B. (University of Chicago), Education.

Peaslee, Ethel Virginia — Rowlesburg, W. Va.
B.S. (West Virginia University), Education, English.

Peeples, Virginia Ann — Eupora, Miss.
A.B. (Mississippi State College for Women), Education.

Pell, Evelyn Jackson — Pilot Mountain, N. C.
A.B. (Asbury College), French.

Perry, Gilbert Vincent — Wyoming, Pa.
A.B. (Notre Dame College), History.

Phillips, Paul L. — Belington, W. Va.
A.B. (Morris Harvey College), Economics.

Phillips, Tom Rhea — Dublin, Miss.
A.B. (Mississippi College), Education.

Piatt, John Elias — Wyoming, Pa.
A.B. (Susquehanna University), Education.

Pitts, Sara Elizabeth — Saluda, Va.
A.B. (Randolph-Macon Woman's College), Education.

Placid, Dom — Belmont, N. C.
A.B. (Belmont Abbey), A.M. (Catholic University of America), English.

Planck, Carl Gustave — Charleston, S. C.
B.S. (Rose Polytechnic Institute), Education.

Plyler, Conrad A. — Lancaster, S. C.
A.B. (Wofford), Education.

Poindexter, Mary Lee — Fort Worth, Texas
A.B. (Texas Christian University), French.

Pollock, Stanley Z. — Turkey, N. C.
B.S. (North Carolina State College), Education.

Poole, Sarah Elizabeth — Mayodan, N. C.
A.B. (Woman's College of U. N. C.), Psychology.

Poovey, Maybelle — High Point, N. C.
A.B. (Duke), Education, English.

Porter, Helen Elizabeth — Clinton, S. C.
A.B. (Flora Macdonald College), English.

Porter, Julia Adeline — Clinton, S. C.
A.B. (Flora Macdonald College), French.

Pou, Helen — Petal, Miss.
A.B. (Judson College), English.

Powell, William Flynn — Asheville, N. C.
A.B. (Princeton), Chemistry.

Pratt, Francis Marion — Winston-Salem, N. C.
A.B. (Duke), Education.

Price, Curtis — Ellenboro, N. C.
A.B. (Duke), Education.

Price, Lucy Ethel — Milligan College, Tenn.
B.S. (Milligan College), M.S. (University of Tennessee), English.

Price, Nancy Jackson — Utica, Miss.
A.B. (Mississippi State College for Women), Education, English.

Pritchett, Leo Kluttz — Banner Elk, N. C.
A.B. (Davidson College), Psychology.

Radford, Caroline Elizabeth — Monroe, Ga.
A.B. (Wesleyan College), Education.

Ralston, Stanley Edward — Slippery Rock, Pa.
B.S. (Slippery Rock State Teachers College), Education.

Ramsey, Julia Emma — Banner Elk, N. C.
B.L. (Flora Macdonald College), English.

Randle, Clinton Wilson — Hickman, Ky.
A.B. (Duke), Economics, Sociology.

Ray, Clarence — Elizabeth, W. Va.
A.B. (Marshall College), Education.

Ray, Claude Elbert — Milledgeville, Ga.
B.S. (Clemson College), Education.

Ray, Cora Miller — Belton, Texas
A.B. (Baylor College), Education.

Ray, Nellie Ruth — Athens, Tenn.
A.B. (University of Chattanooga), French.

Ray, Ola — Clarkesville, Ga.
B.S. (Piedmont College), English, Mathematics.

Reaves, Ella Elizabeth — Birmingham, Ala.
B.S. (Howard College), English.

Reeves, Marie Louise — Americus, Ga.
B.S. (Georgia State College for Women), Education.

Reeves, William Thomas — Lake Junaluska, N. C.
A.B. (The Citadel), Education, History.

Reuter, William Leo — York, Pa.
B.S. (Millersville State Teachers College), Education, History.

Rice, Clinton Posey — Traveler's Rest, S. C.
A.B. (Furman University), Education.

Rice, Ruth Smith — Bluefield, W. Va.
A.B. (Concord State College), English.

Richardson, Hattie — Warren, Ark.
A.B. (Arkansas State Teachers College), Education.

Richmond, John Ashley — Jonesville, Va.
A.B. (Emory and Henry), Education.

Richmond, John Doody — Ewing, Va.
B.S., A.B. (Emory and Henry), Education.

Richmond, William Dickenson — St. Paul, Va.
A.B. (Emory and Henry), Education.

Ricketts, Dean Leslie — Huntington, W. Va.
A.B. (Ohio Wesleyan University), Education.

Riffe, Louise Jessie — Lester, W. Va.
A.B. (Marshall College), English.

Rimmer, Maude Ella — Bluefield, W. Va.
B.S. (Radford State Teachers College), History.

Ritchie, Susie Elizabeth — Cornelia, Ga.
A.B. (Piedmont College), English.

Roberson, Paul Dawson — Robersonville, N. C.
A.B. (Duke), Economics.

Robertson, Eleanor Virginia — Johnson City, Tenn.
B.S. (Johnson City State Teachers College), Education, English.

Roche, Margaret Jeanette — Williamson, W. Va.
A.B. (Marshall College), Education.

Rogers, Lola Marler — Durham, N. C.
A.B. (Duke), Economics.

Rogers, Sarah Slack — Frankfort, Ky.
A.B. (Kentucky Wesleyan), Sociology, Education.

Rohrbaugh, Ralph Norman — Highfield, Md.
A.B. (Duke), Education, French.

Rollings, Grace Dunlap — Kershaw, S. C.
A.B. (Winthrop College), French.

Rooks, Virginia — Hephzibah, Ga.
A.B. (Georgia State College for Women), History, Education.

Ropp, George William — Middletown, Va.
A.B. (Hampden-Sydney College), Education, Latin.

Ropp, Katharine Wallace — Middletown, Va.
A.B. (Randolph-Macon Woman's College), Education, History.

Ross, Annis Merie — Buckhannon, W. Va.
A.B. (West Virginia Wesleyan), French.

Ross, Ella Virginia — Johnson City, Tenn.
B.S. (Johnson City State Teachers College), Education.

Rountree, Elliott Moye — Reidsville, Ga.
A.B. (Mercer University), Education.

Sanborn, Willa — Americus, Ga.
A.B. (University of Georgia), History, Sociology.

Sanders, Ollie Bernice — Rock Hill, S. C.
A.B. (Duke), Mathematics, Education.

Schmidt, Frederick Jacob — Bernhart, Pa.
A.B. (Dickinson College), Education, English.

Schneider, Julius August — Hazleton, Pa.
A.B. (Lafayette College), Education, History.

Schockloss, Michael Daniel — Swoyerville, Pa.
B.S. (East Stroudsburg State Teachers College), History, English.

Schoener, Homer Kilmer — Myerstown, Pa.
B.S. (Albright College), Education.

Schrack, John Howard — Shillington, Pa.
A.B. (Kutztown State Teachers College), Education.

Scott, George Milton — Augusta, Ga.
A.B. (University of Chattanooga), English.

Seigler, Milledge Broadus — Batesburg, S. C.
A.B. (Furman University), English.

Shaffer, Donald Wade — Mercersburg, Pa.
B.S. (Shippensburg State Teachers College), English.

Shaffer, Dorothy Violet — Masontown, W. Va.
A.B. (West Virginia University), Education, Economics.

Sharpe, Evelyn — Ogeechee, Ga.
B.S. (Georgia State College for Women), Education.

Shaw, Daryl Winston — Camptown, Pa.
B.S. (Mansfield State Teachers College), Education.

Shaw, John Sidney — Orlando, Fla.
A.B. (Duke), History.

Sheese, Mildred Libbie — Washingtonville, Pa.
A.B. (Wilson College), Education, History.

Shepherd, Stella Thetis — Orrum, N. C.
A.B. (Woman's College of U. N. C.), Education, Economics.

Sheriff, Ralda — Orangeburg, S. C.
A.B. (Winthrop College), Education, English.

Shields, Margaret Virginia — Brandon, Miss.
A.B. (Belhaven College), English.

Shiver, Cornelia Anna — Americus, Ga.
A.B. (Georgia Wesleyan), A.M. (Northwestern University), Education, History.

Simmons, Edgar Boyd — Bridgewater, Va.
A.B. (Bridgewater College), Mathematics.

Skeen, James Morris — Clintwood, Va.
A.B. (Emory and Henry), Education.

Skeen, Virgil Friend — Clintwood, Va.
A.B. (Emory and Henry), Education.

Sloan, Marion Lucile — Princeton, W. Va.
A.B. (Concord State Teachers College), History.

Smith, Benjamin Lee — Shelby, N. C.
A.B. (Duke), Education, History.

Smith, Cecil Clive — Durham, N. C.
A.B. (University of North Carolina), Education, Mathematics.

Smith, Charles Bunyan — Tallassee, Ala.
B.S., A.M. (Peabody College), Education, Sociology.

Smith, Charles William — Hopewell, Va.
B.S. (Howard College), German.

Smith, Dorothy Elizabeth — Iuka, Miss.
A.B. (Mississippi State College for Women), Education.

Smith, Harry Otto — Woodsboro, Md.
A.B. (Western Maryland College), Education.

Smith, Helen — Worthen, Ga.
B.S. (University of Georgia), Education.

Smith, Pauline Estella — Meridian, Miss.
A.B. (Mississippi State College for Women), English, German.

Smith, Virginia Baxter — Demorest, Ga.
A.B. (Piedmont College), A.M. (University of Georgia), English.

Snodgrass, Annie Lee — Norton, Va.
A.B. (University of Maryland), History.

Snooks, Flora Katherine — Ailey, Ga.
A.B. (Wesleyan), Education, Sociology.

Snowden, Jesse Otho — Lucedale, Miss.
A.B. (University of Mississippi), Education.

Spangler, Arthur Hodson — Peterstown, W. Va.
A.B. (Concord State Teachers College), Zoölogy.

Sparks, Carrie Lee — Johnson City, Tenn.
B.S. (Tennessee State Teachers College), Education.

Spencer, John Corson — Guinea Mills, Va.
A.B. (University of Richmond), Education, History.

Stallings, Laelius — Newnan, Ga.
A.B. (Agnes Scott College), French.

Stanford, Mary Leola — Jesup, Ga.
A.B. (Wesleyan), Sociology.

Stanley, Elizabeth Fannin — Cannelton, W. Va.
A.B. (New River State Teachers College), English, French.

Stansberry, Katheryn Louise — Clinton, Tenn.
A.B. (Carson and Newman College), English, French.

Steelman, Ruth Amber — Hickory, N. C.
A.B. (Lenoir-Rhyne College), Education, Psychology.

Stephenson, Claude May — Welch, W. Va.
A.B. (Chowan College), English.

Stewart, James Jackson, Jr. — Mount Holly, N. C.
B.S. (Davidson College), Education.

Stewart, Laura Nesbit — Monroe, N. C.
B.S. (Woman's College of U. N. C.), Education, Economics.

Stewart, Mary Alice Leath — Durham, N. C.
B.S. (Georgia State College for Women), Education, Psychology.

Stoudt, Eugene Frank — Myerstown, Pa.
B.S. (Albright College), Education.

Stout, Bertha Elizabeth — Clarksburg, W. Va.
A.B. (Denison University), English.

Stradley, Reese Gillespie — Norton, Va.
B.S. (Emory and Henry), Mathematics.

Strange, William Ernest — Enterprise, Miss.
A.B. (University of Mississippi), Mathematics.

Strong, Bessie Louise — Bailey, Tenn.
B.S. (Tennessee State Teachers College), French.

Sutton, Chester McKinley — Augusta, Ga.
A.B. (Haverford), M.A. (University of North Carolina), English.

Taylor, Nancy Nettles — Wilmington, N. C.
A.B. (Woman's College of the U. N. C.), English.

Taylor, Noel Alexander — Williamstown, Pa.
B.S. (Shippensburg State Teachers College), Education.

Thacker, Elouise Virginia — Franklin, W. Va.
B.S. (West Virginia University), Education.

Thompson, Alexander Campbell — St. Louis, Mo.
B.S. (Washington and Lee University), Chemistry.

Thompson, Jewell, Irene — New Albany, Miss.
A.B. (Mississippi State College for Women), Education.

Thompson, Maurine — Mathiston, Miss.
B.S. (Mississippi Delta State Teachers College), English.

Thompson, Paul Everett — Vidalia, Ga.
B.S. (South Georgia Teachers College), Education.

Timmerman, John Ransom, Jr. — Edgefield, S. C.
A.B. (Furman University), History, French.

Tipton, Dorothy Grace — Chadbourn, N. C.
B.S. (Woman's College of U. N. C.), Education.

Titus, Donald J. — Waynesburg, Pa.
A.B. (Waynesburg College), English.

Todd, Frances Marion — Augusta, Ga.
A.B. (Winthrop College), Spanish.

Trexler, Dora May — Spartanburg, S. C.
A.B. (Converse College), A.M. (Duke), Education.

Trice, Olive Lynn — Gilbertown, Ala.
B.S. (University of Alabama), English.

Triplett, Edna Bernadine — Charlotte, N. C.
A.B. (Queens College), English.

Tryon, Florence Reno — Pensacola, Fla.
B.S. (Florida State College for Women), Education.

Turner, Anne — Dawson, Ga.
A.B. (University of Georgia), Latin.

Turner, Clover Dyess — Utica, Miss.
B.S. (Middle Tennessee Teachers College), Education.

Turner, Jett Joseph — Utica, Miss.
B.S. (Mississippi State College), Education.

Tyler, George William — Seven Mile Ford, Va.
B.S. (Emory and Henry College), Education, Mathematics.

Tyler, Karlie Reed — Glen St. Mary, Fla.
B.S. (Florida State College for Women), Education, History.

Ulrich, Foster Grosh — Lancaster, Pa.
A.B. (Lebanon Valley College), Education.

Van Hook, Benjamin Ormond — Jackson, Miss.
A.B. (Millsaps College), A.M. (Vanderbilt University), Mathematics.

Veasey, Wesley Floyd — Goldston, N. C.
A.B. (University of North Carolina), Education.

Veit, Ruth Elizabeth — Shillington, Pa.
B.S. (Kutztown State Teachers College), Education, History.

Wagner, Horace McDonald — Montcalm, W. Va.
A.B. (Concord State Teachers College), Education, History.

Wake, Jane Maphis — Strasburg, Va.
B.S. (Harrisonburg State Teachers College), Education.

Wake, Orville Wentworth — Strasburg, Va.
A.B. (Lynchburg College), Education.

Walker, Thelma Pauline — Johnson City, Tenn.
B.S. (East Tennessee State Teachers College), Education.

Walton, Leslie Hughes — Richmond, Va.
A.B. (Richmond University), A.M. (Duke), Education.

Walton, Nancy Margaret — Danville, Va.
B.S. (Farmville State Teachers College), Education.

Warren, John Sharp — Wrens, Ga.
A.B. (Millsaps College), A.M., B.D. (Emory University), Education.

Watkins, Grace Landrum — Dublin, Ga.
A.B. (University of Richmond), Education, French.

Watson, Frederick Lowe — Burlington, Pa.
B.S. (Mansfield State Teachers College), Education, History.

Watson, James Donald — Corry, Pa.
B.S. (Mansfield State Teachers College), Education, Mathematics.

Weaver, James Carlvin — Saxis, Va.
A.B. (Lynchburg College), Education, French.

Weaver, Mary Virginia — Asheville, N. C.
A.B. (Randolph-Macon Woman's College), Education.

Weddle, William McKinley — Check, Va.
B.S. (George Peabody College), Education.

Weeks, Benn — Westfield, Pa.
B.S. (Mansfield State Teachers College), Education.

Weidner, Elizabeth Eleanor — Lumberport, W. Va.
A.B. (West Virginia University), English, French.

Werner, Albert Henry — Cary, N. C.
B.S. (Duke), Economics.

Wertz, Roy Albert — Frackville, Pa.
A.B. (Muhlenberg College), Education, Mathematics.

Westmoreland, Sloan — Travelers Rest, S. C.
A.B. (University of South Carolina), Education, Mathematics.

White, James Wilson — Graham, N. C.
B.S. (Davidson College), Mathematics.

Whitfield, Yvonne Mouton — Lafayette, La.
A.B. (Southwestern Louisiana Institute), Economics.

Williams, Elizabeth Rose — Iva, S. C.
A.B. (Erskine University), English.

Williams, Ellis Downing — Clark's Summit, Pa.
B.S. (Mansfield State Teachers College), Education.

Williams, Erman Ridgeway — Wilson, N. C.
A.B. (Atlantic Christian College), Zoölogy.

Williams, Staton Pender — Robersonville, N. C.
A.B. (Duke), Economics.

Wilson, George Branford — Berlin, Md.
B.S. (Johns Hopkins University), Education.

Wilson, Violette — Kinston, N. C.
A.B. (Greensboro College), Education.

Winter, George Virgil — Ford City, Pa.
B.S. (Westminster College), Education, Sociology.

Withers, Clarence Maxwell — Huntington, W. Va.
A.B. (Marshall College), Economics, Education.

Woodruff, Lorita — Mt. Airy, N. C.
A.B. (Woman's College of U. N. C.), Education.

Woodruff, Margaret — Johnson City, Tenn.
B.S. (East Tennessee State Teachers College), Education.

Woodward, John Lisbon — Richlands, N. C.
A.B. (Duke), Education.

Worley, Claude — Glen Daniel, W. Va.
A.B. (Concord State Teachers College), Education.

Wright, Caroline Haskell — Greenville, S. C.
A.B. (Newberry College), Education.

Yandle, Ray Alexander — Monroe, N. C.
A.B. (Duke), Education.

Yeary, Alva Davidson — Ewing, Va.
B.S. (College of William and Mary), Economics, Education.

Yohe, John Small — Fayetteville, Pa.
B.S. (Shippensburg State Teachers College), German.

Young, Helen Luella — Chester, W. Va.
A.B. (Ohio University), English, History.

Young, Mabel Dorothy — Ellwood City, Pa.
A.B. (Geneva College), Education, English.

SUMMER OF 1934; SECOND TERM

Alexander, Ellen — Mountville, S. C.
A.B. (Winthrop), History.

Bailey, Margaret Elizabeth — Rock Hill, S. C.
A.B. (Winthrop), Latin.

Baker, Charles Kinmer — Texarkana, Ark.
A.B. (Arkansas State Teachers College), Education.

Bell, Mary Catherine — Bristol, Tenn.
A.B. (University of Richmond), Latin.

Berlin, Margaret Martha — McKeesport, Pa.
B.S. (Indiana State Teachers College), Education, English.

Boatwright, Eleanor Miot — Augusta, Ga.
B.S. (Columbia University), History.

Boggess, Mildred Opal — Parkersburg, W. Va.
A.B. (Baylor University), Education.

Bostic, Dorothy Anne — Forest City, N. C.
A.B. (Brenau College), Education.

Brooks, Onnie Estus — Pineville, W. Va.
A.B. (Marshall), Education.

Browning, Elmer Ross — Logan, W. Va.
A.B. (Marshall), Education.

Bryant, John Richard — Kansas City, Mo.
A.B. (Oklahoma Baptist University), A.M. (Tulane), History.

Burgess, William Alex — St. Albans, W. Va.
B.S. (Clemson), Education, Mathematics.

Burkett, William George — Houston, Pa.
A.B. (Muskingum College), Education.

Carr, Howard Ernest — Johnson City, Tenn.
B.S. (Tennessee State Teachers College), Education.

Carson, Louis Frederick — Gaffney, S. C.
A.B. (Furman University), Education.

Clarke, Anne Olivia — Swainsboro, Ga.
A.B. (Bessie Tift College), Education.

Collins, Elmer Harland — Clarksburg, W. Va.
A.B. (Glenville State Teachers College), Education.

Cooke, Johnsie Sue — Charleston, W. Va.
A.B. (West Virginia University), Education, English.

Coppock, Elizabeth Randall — Spartanburg, S. C.
A.B. (Winthrop), Education.

Cox, Hazel — Galax, Va.
A.B. (Emory and Henry), Education.

Crews, Thelma Irene — Winston-Salem, N. C.
A.B. (Salem College), Education.

Cruson, Florence Eleanor — Pittsburgh, Pa.
B.S. (Syracuse University), Zoölogy.

Danielson, Gonell D. — Jamestown, N. Y.
A.B. (West Virginia University), English, Education.

Dantzler, Emily Amanda — Holly Hill, S. C.
A.B. (Lander College), Mathematics.

Davis, Cornelia Burr — Forty Fort, Pa.
A.B. (Cornell University), Botany.

Davis, Donald Albert — Williamstown, Pa.
B.S. (Shippensburg State Teachers College), Education, Mathematics.

deTreville, Catherine — Walterboro, S. C.
A.B. (Winthrop), History.

Dooley, Emilie Phoebe — Kingston, Pa.
A.B. (Syracuse University), History, English.

Efird, Laura Christine — Raleigh, N. C.
A.B. (Duke), Mathematics, Education.

Epps, Florence Theodore — Myrtle Beach, S. C.
A.B. (Winthrop College), Education.

Fair, Frances Helen — Batesburg, S. C.
A.B. (Brenau College), Education.

Flora, Bertha M. — Honesdale, Pa.
B.S. (New York University), English, Education.

Friel, Roy Henry — Gipsy, Pa.
B.S. (Indiana State Teachers College), History.

Glenn, William Ellis — West Birmingham, Ala.
B.S. (Alabama Polytechnic Institute), M.A. (Emory), Mathematics.

Gottlieb, Theodore — New Hope, Pa.
A.B. (University of Pennsylvania), A.M. (Columbia University), Education.

Gray, Elizabeth Camille — Durham, N. C.
A.B. (Duke), Education.

Grimm, Anna Norfolk — Baltimore, Md.
A.B. (Goucher), Political Science.

Hale, Robert Nelson — Endeavor, Pa.
B.S. (Edinboro State Teachers College), History.

Harris, Lois Isadora — Ashland, Ky.
A.B. (Marshall), Botany.

Harris, Ray — Murfreesboro, Tenn.
B.S. (Murfreesboro State Teachers College), Education.

Harrison, Carl Ross — Edinboro, Pa.
B.S. (Edinboro State Teachers College), Education, English.

Harton, John James — Movilton, Ark.
A.B. (Hendrix), A.M. (George Peabody), Education.

Hawkins, Lois — Quincy, Fla.
A.B. (Florida State College for Women), History.

Heilman, Carl Ernest — Lebanon, Pa.
A.B. (Lebanon Valley), Mathematics.

Henderson, Mary Elizabeth — Cartersville, Ga.
A.B. (Wesleyan College), Political Science.

Henne, Albert Charles — Dickson City, Pa.
B.S. (East Stroudsburg State Teachers College), Education, History.

Hetler, Arline Ruth — Berwick, Pa.
B.S. (Pennsylvania State College), History.

Hill, Benjamin Frederick — Charleston, W. Va.
A.B. (West Virginia University), Education.

Hiller, Grace — Calhoun City, Miss.
A.B. (Mississippi State College for Women), Education.

Hoff, Lola Kathryn — Lansdale, Pa.
A.B. (Temple), M.A. (University of Pennsylvania), English, French.

Horkan, Elizabeth Faye — Moultrie, Ga.
A.B. (Wesleyan College), Education.

Huggins, Rosalie — Hartsville, S. C.
A.B. (Limestone College), Education.

Humphrey, Eunice Gertrude — Memphis, Tenn.
A.B. (University of Tennessee), Latin.

Hutcherson, Ethel Madge — Lake City, Fla.
B.S. (Florida State College for Women), Religion, English.

Illich, Mary Virginia — Baltimore, Md.
A.B. (Goucher), Political Science.

James, Helen Rebecca — Baltimore, Md.
A.B. (Goucher), French.

Jernigan, Willie Belle Terry — Lake City, Fla.
A.B. (Florida State College for Women), History, English.

Jones, Sam Bruce — Hazel, Ky.
B.S. (Murray State Teachers College), Education, English.

Jones, Stella Marie — Stollings, W. Va.
A.B. (Marshall), Education.

Keith, Harry Dale — Fairview, W. Va.
A.B. (West Virginia University), Education, Zoölogy.

Kell, Kathleen Ruth — Pascagonda, Miss.
A.B. (Mississippi State College for Women), Education.

Kelly, Edward Hetherton — Handley, W. Va.
A.B. (Marshall), History.

Kelly, Lucille — Monessen, Pa.
B.S. (Carnegie Institute of Technology), Education.

Kiethline, Mildred B. — Shickshinny, Pa.
B.S. (Mansfield State Teachers College), Education, English.

King, Carmel Lina — Johnson City, Tenn.
B.S. (East Tennessee State Teachers College), Education.

Klein, Earl Roy — Pittsburgh, Pa.
B.S. (Ohio University), Education.

Koontz, William Kenneth — Jennerstown, Pa.
B.S. (Juniata College), Education, Zoölogy.

Kuhn, Robert Elwood — Charleston, W. Va.
A.B. (Marshall), Education.

Lacy, Frank McCormick — Halifax, Va.
A.B. (University of Richmond), Education.

Landrum, Louella — Clinton, Miss.
A.B. (Mississippi College), English, Education.

Langdale, Marguerite — Valdosta, Ga.
A.B. (Georgia State College for Women), Latin.

Ludwig, Elva Daisy — Phoenixville, Pa.
B.S. (Millersville State Teachers College), Education, English.

McAndrew, James Joseph — Throop, Pa.
B.S. (East Stroudsburg State Teachers College), Education.

McGavock, Emily Graham — Max Meadows, Va.
B.S. (Farmville State Teachers College), Mathematics, Education.

McNeal, Ruth Blanche — Ellaville, Ga.
B.S. (University of Georgia), Education.

Martin, Eula Mozelle — Murrayville, Ga.
A.B. (North Georgia College), English, History.

Martin, Lewis Tabor — Murrayville, Ga.
B.S.C. (North Georgia College), Education.

Meeks, Lucile Lester — Keyser, W. Va.
A.B. (Randolph-Macon Woman's College), English.

Meredith, William Ralph — Horn Lake, Miss.
B.S. (Mississippi State College), Education.

Miller, Charles Lee, Jr. — Stapleton, Ga.
A.B. (Mercer University), Education.

Miller, Eugenia — Crenshaw, Miss.
A.B. (University of Michigan), History, Education.

Misenheimer, Mary Ethel — Lexington, N. C.
A.B. (Meredith College), Education.

Moskowitz, Joseph — Rankin, Pa.
B.S. (Duquesne University), Education.

Neal, Edith Mae — Greensboro, N. C.
B.S. (Woman's College of U. N. C.), Education.

Nichols, Anna Faye — Durham, N. C.
A.B. (Elon College), Education.

Northcutt, Jewelle Rosalind — McFarlan, N. C.
A.B. (Columbia College), Latin.

Norton, Martha Hood — Glen Hedrick, W. Va.
A.B. (Woman's College of U. N. C.), English, Education.

Norton, William Randolph — Glen Hedrick, W. Va.
A.B. (Lynchburg), Education.

Palmer, Percy Robert — Bebee, W. Va.
A.B. (Marshall), Mathematics, Religion.

Perkins, Mary Douglas — Chester, S. C.
A.B. (Erskine College), Education.

Plymale, Norton Ewart — Kenova, W. Va.
B.S., M.S. (Ohio State), Education.

Pratt, Francis Marion — Winston-Salem, N. C.
A.B. (Duke), Education.

Purcell, Wilbur Hallam — Mulberry, Fla.
A.B. (John B. Stetson University), History.

Rau, Edna — St. Louis, Mo.
A.B. (Harris Teachers College), Botany.

Register, Elinor Louise — Jasper, Fla.
A.B. (Florida State College for Women), Education.

Reinke, Esther Richter — Fort Meade, Fla.
A.B. (Lawrence College), History.

Riegle, Cleopatra Rutter — Daytona Beach, Fla.
A.B. (Ohio State), Latin, History.

Rininger, Donald Cameron — Kantner, Pa.
B.S. (Juniata College), Education, Zoölogy.

Ritter, Margaret Alice — Williamsport, Pa.
A.B. Hood College), English, Education.

Roberts, Ileen — Dillon, S. C.
A.B. (Columbia College), Education.

Roberts, Mary Alma — Tampa, Fla.
A.B. (Florida State College for Women), Latin, English.

Romano, Angela Louise — Tampa, Fla.
B.S. (Florida State College for Women), Education.

Rose, Mark Spurgeon — Skyland, N. C.
A.B. (Duke), Education).

Seale, Kathleen — Arab, Ala.
A.B. (Woman's College of Alabama), History.

Shepard, Vivian Alice — Boynton, Fla.
A.B. (Florida State College for Women), Botany, Zoölogy.

Skeen, James Morris — Clintwood, Va.
A.B. (Emory and Henry), Education.

Slaughter, Frances Kathryn — Jonestown, Miss.
A.B. (Mississippi State College for Women), Education.

Smith, Annie Mae — Quincy, Fla.
A.B. (Florida State College for Women), History, English.

Smith, Pauline Estella — Meridian, Miss.
A.B. (Mississippi State College for Women), Latin.

Smith, Sarah Elizabeth — Salisbury, N. C.
A.B. (Woman's College of U. N. C.), Education.

Staggers, Harley Orrin — Keyser, W. Va.
A.B. (Emory and Henry College), History.

Stanley, Louise Amanda — Silver Springs, Md.
A.B. (Western Maryland College), Education, Zoölogy.

Stark, Jessie Elizabeth — Seeleyville, Pa.
B.S. (Mansfield State Teachers College), History.

Stealey, Philip Billingsley — Middlebourne, W. Va.
A.B. (Marietta College), Education.

Stevenson, Clarence Edward — Leslie, Ga.
A.B. (Oglethorpe University), Education.

Stopp, Charles James — Schnecksville, Pa.
B.S. (Muhlenberg College), Mathematics.

Tinsley, Charles Homer — Abbeville, S. C.
A.B. (Furman), A.M. (University of Alabama), Education.

Tryon, Florence Reno — Pensacola, Fla.
B.S. (Florida State College for Women), History, Education.

Turner, Anne — Dawson, Ga.
A.B. (University of Georgia), Latin, English.

Walker, Robert Butler — Alexandria, Va.
A.B. (Duke University), Mathematics.

Westbrook, Isabella — Chester, S. C.
A.B. (Erskine), English.

Wiebel, George Clement — Hagerstown, Md.
A.B. (Lynchburg College), Zoölogy.

Williams, Eugene Allen — Brunson, S. C.
A.B. (Furman), Mathematics, Education.

Williams, Myra Allene — Abbeville, S. C.
A.B. (Winthrop), A.M. (University of South Carolina), Zoölogy.

Willis, Larry Jordan — Landrum, S. C.
A.B., A.M. (University of South Carolina), Education.

Wilson, Bessie Caldwell — Montreat, N. C.
A.B. (Duke), Education.

Winfield, John Augustus — Pantego, N. C.
A.B. (Atlantic Christian College), Education.

Wolfanger, Glenn Cornelius — Galeton, Pa.
B.S. (Mansfield State Teachers College), Education.

Wygal, Sue Priscilla — Dryden, Va.
B.S. (University of Virginia), Mathematics, Education.

Wylie, Claude — Gap Mills, W. Va.
A.B. (Concord), Education.

Yask, Albin Stanley — Wilkes-Barre, Pa.
B.S. (West Chester State Teachers College), Zoölogy, Education.

Young, William Vincent — Swoyersville, Pa.
B.S. (West Chester State Teachers College), Education, Zoölogy.

SUMMER OF 1934; THIRD TERM

Adams, Robert Lausch — Rothsville, Pa.
B.S. (Millersville State Teachers College), Education, Religion

Adams, William Marvin — Weir, Miss.
A.B. (Mississippi College), Education.

Akins, Charles Wesley — Ethel, Miss.
B.S. (Mississippi State College), Education, Zoölogy.

Albright, Willie Thelma — Winston-Salem, N. C.
A.B. (Greensboro College), English.

Almon, Martha Davenport — Florence, Ala.
B.S. (Alabama State Teachers College), Religion.

Ash, Harry Curtis — Centreville, Miss.
A.B., A.M. (Emory University), Education.

Autrey, John Duncan Asbury — Godwin, N. C.
A.B. (Duke), Religion.

Autry, Randall Franklin — Godwin, N. C.
A.B. (University of North Carolina), Education.

Badger, Ruby — Taylors, S. C.
A.B. (Columbia College), Education.

Bailey, Eugene Cassidy — Davy, W. Va.
A.B. (Emory and Henry College), Education.

Ball, Martha Prudence — Huntington, W. Va.
A.B. (Marshall College), History.

Baucom, Thomas Victor — Durham, N. C.
A.B. (Duke), Mathematics.

Bee, Carl Edward — Clymer, Pa.
B.S. (Indiana State Teachers College), Education, History.

Bennett, Walter Hartwell — Danville, Va.
A.B. (University of Richmond), Economics.

Bettersworth, John Knox — Jackson, Miss.
A.B. (Millsaps College), History.

Black, Kyle Emerson — Landis, N. C.
A.B. (Duke), Education.

Bortner, Ralph Adam — Brodbeck, Pa.
B.S., M.S. (Gettysburg College), Education.

Brininger, Ellsworth Hoover — Harrisburg, Pa.
B.S., M.S. (Gettysburg College), Education.

Brooks, Onnie Estus — Pineville, W. Va.
A.B. (Marshall College), Education.

Browning, Elmer Ross — Logan, W. Va.
A.B. (Marshall College), Education.

Browning, Reva Marie Boggess — Logan, W. Va.
A.B. (Marshall College), Education, English.

Buchanan, Grace Evelyn — Chilhowie, Va.
A.B. (Duke), Mathematics.

Buell, William Holmes — Elrama, Pa.
B.S. (California State Teachers College), Education.

Caffrey, Mary Margaret — Sugar Notch, Pa.
A.B. (Susquehanna University), Education, English.

Caldwell, John Tyler — Yazoo City, Miss.
B.S. (Mississippi State College), Economics.

Capel, William Clyde — Candor, N. C.
A.B. (Washington and Lee University), A.M. (Columbia University), Economics.

Carruth, Christian Hoover, Jr. — Durant, Miss.
B.S. (Millsaps College), Economics, Education.

Carter, John Lucien — Troy, Ala.
B.S., M.S. (Alabama Polytechnic Institute), History.

Carter, Judson McGilvray — Johnson City, Tenn.
A.B. (Emory and Henry), Education.

Carvin, Lucy Merritt — Philadelphia, Pa.
A.B. (Swarthmore College), A.M. (Middleburg College), Education, French.

Caton, Eda M. — Harrisburg, Pa.
B.S., A.M. (Columbia University), Education, English.

Caudill, Dennis D. — Morehead, Ky.
A.B. (Morehead State Teachers College), Education.

Chastine, Olive Tolles — Jackson, Miss.
A.B. (Mississippi State College for Women), Education.

Chazal, Charlotte Blanchard — Ocala, Fla.
A.B. (Florida State College for Women), Education.

Chesnutt, Norwood Bennett — Whiteville, N. C.
B.S. (North Carolina State College), Education.

Click, Cora Catherine — Bridgewater, Va.
A.B. (Bridgewater College), Education, Mathematics.

Clifton, Chester Stanley — Crisp, Texas
A.B. (Trinity University), Education, History.

Cloos, Helen Fox — (Crafton) Pittsburgh, Pa.
A.B. (University of Pittsburgh), Education, History.

Coffelt, Edith Elizabeth — Waco, Texas
A.B. (Baylor University), English.

Coleman, Donna Elizabeth — El Paso, Texas
A.B. (Texas Woman's College), Education.

Conard, Thomas Pennington — Lansdowne, Pa.
B.S. (West Chester State Teachers College), Education, Psychology.

Cooke, Cecil Dennis — Clear Fork, W. Va.
A.B. (Concord State Teachers College), Education.

Copenhaver, Mildred Rebecca — Rock Island, Tenn.
B.S. (Middle Tennessee State Teachers College), A.M. (George Peabody College), English.

Couch, Leon Voight — Eureka, N. C.
A.B. (Emory and Henry), History.

Couch, Marie Love — Durham, N. C.
A.B. (Duke), Education.

Couch, Ruth Worthington — Eureka, N. C.
B.S. (Woman's College of U. N. C.). Economics, Education.

Cox, Robert Boyd — Johnson City, Tenn.
A.B. (University of Tennessee), A.M. (George Peabody College), English.

Cummings, Willetta Bernadine — Hyner, Pa.
B.S. (Lock Haven State Teachers College), Economics.

Dalton, William Theophilus, Jr. — Goshen, Ala.
B.S. (University of Alabama), Education, English.

Davis, Cornelia Burr — Forty Fort, Pa.
A.B. (Cornell University), Zoölogy.

Davis, Elizabeth Wood — Roxboro, N. C.
A.B. (Smith College), Education, Latin.

Davis, Ira Claude — Greenville, S. C.
A.B. (Furman University), Economics, Education.

Davis, Virginia Bridges — Harrisburg, Pa.
B.S. (Shippensburg State Teachers College), English.

Deans, Edwina — Greensboro, N. C.
A.B. (Woman's College of U. N. C.), Psychology.

DeMond, Robert Orley — Buffalo, N. Y.
A.B., A.M. (Syracuse University), History.

Denny, Mary Rebecca — Red Springs, N. C.
A.B. (Salem College), A.M. (Duke), English.

Depew, Arthur McKinley — West Palm Beach, Fla.
A.B. (Milligan College), Religion.

Doby, Julia Lillian — Newsom, N. C.
A.B. (Woman's College of U. N. C.), Education.

Dotson, Hugh Hight — Boone, N. C.
B.S. (Appalachian State Teachers College), English.

Dotson, Roy — Boone, N. C.
B.S. (Appalachian State Teachers College), Education.

Doub, Richard Edward — Williamsport, Md.
B.S. (Gettysburg College), History.

Dowd, Orren Edwards — Dunn, N. C.
A.B. (Duke), Education.

Duke, Julia Sneed — Savannah, Ga.
A.B. (University of Tennessee), Education.

Dunn, Elmer Cowan — Johnson City, Tenn.
B.S. (East Tennessee State Teachers College), Mathematics.

DuPre, Fannie Jossette — Abbeville, S. C.
A.B. (Lander College), History.

Durst, John Kemp — Greenwood, S. C.
B.S. (Clemson College), Education, Religion.

Edens, Lacy Thomas — Rowland, N. C.
A.B. (Duke), Religion.

Ellis, Ivy Mary Phillips — Bridgeton, N. C.
A.B. (East Carolina Teachers College), Psychology, Zoölogy.

Eskridge, Thomas Joseph — Greenwood, S. C.
A.B. (Emory and Henry), A.M. (George Peabody College), Psychology.

Espy, Gladys — Moultrie, Ga.
A.B. (Mercer), Education.

Evancoe, Paul John — Renovo, Pa.
A.B. (Lebanon Valley College), Education.

Farrington, Joseph Allison J. — Cooleemee, N. C.
B.S. (Duke), Chemistry.

Faulkner, Lawson — Princeton, W. Va.
A.B. (Concord State Teachers College), Education, History.

Fields, Riley Clinton — Carthage, N. C.
A.B. (Duke), Education, History.

Fike, Cora Ruth — Eglon, W. Va.
A.B. (Bridgewater College), Education, Mathematics.

Fisher, Cleo Edith — Johnson City, Tenn.
B.S. (Tennessee State Teachers College), Education.

Fisher, Jesse Gilbert — Miami, Fla.
A.B. (Indiana University), French.

Fitzgerald, Mary Frances — Linwood, N. C.
A.B. (Woman's College of U. N. C.), Education.

Flanders, Bertram Holland — Oxford, Ga.
A.B., A.M. (Emory University), English.

Flansburgh, Clare Julina — Staunton, Va.
A.B. (Maryland College), A.M. (Middlebury College), French.

Fletcher, Ward Thomas — Greensboro, Fla.
B.S. (University of Florida), Mathematics.

Flinner, Laurence Victor — Ellwood City, Pa.
A.B. (Geneva College), Education, History.

Florence, George Eslie, Jr. — Milledgeville, Ga.
B.S. (University of Georgia), Education.

Flory, Lula Mae — Royersford, Pa.
A.B. (Gettysburg College), Education.

Fluegel, Edna Rose — Wilkes-Barre, Pa.
A.B. (Marywood College), Economics.

Folk, Albert Omerle — Denmark, S. C.
A.B. (University of South Carolina), Education.

Fort, Willena — North, S. C.
A.B. (Georgia State College for Women), English.

Foster, William Omer — Dunn, N. C.
A.B. (Transylvania College), M.A. (Columbia University), B.D. (Yale University), Education.

Frank, Letitia Morehouse — Adams Run, S. C.
A.B. (Winthrop College), Education, French.

Frazer, Emmet Manly — Richmond, Va.
A.B. (Penn College), Religion.

Freeman, Robert Earle — Taylors, S. C.
A.B. (Furman University), English.

Fulton, Dorothy Romagne — Port Royal, Pa.
A.B. (Juniata College), Education, History.

Gardner, Eugene Elmore — Greenville, S. C.
A.B. (Furman University), A.M. (University of Chicago), French.

Garrett, Gordon Hughes — Charleston, S. C.
B.S. (The Citadel), Education

Garrison, Mary Virginia — Tupelo, Miss.
A.B. (Mississippi State College for Women), Education.

Gecenok, Isadore Nathan — Salem, N. J.
A.B. (St. John's College), Education.

Gibbons, Kermit Field — Blanco, Texas
A.B. (Southwestern University), Religion.

Gilbert, Charles Russell — Gettysburg, Pa.
B.S. (Gettysburg College), History.

Goodall, Chloe Lee — Charleston, W. Va.
A.B. (West Virginia University), English.

Goode, Hal Kelly — Rutherford College, N. C.
A.B. (Duke), Education.

Gress, Dorothy Evelyn — Camp Hill, Pa.
Ph.B. (Dickinson College), Education.

Grimm, Anna Norfolk — Linthicum Heights, Md.
A.B. (Goucher College), Economics.

Guy, John Ansley — Crescent City, Fla.
A.B. (Asbury College), Education, History.

Hair, Clifton LeCroy — Charleston, S. C.
B.S. (The Citadel), Education, Mathematics.

Hamill, Willie Mae — Sturgis, Miss.
A.B. (Grenada College), English.

Hannen, Lew Wallace — Chester, W. Va.
A.B. (Oberlin College), Education.

Hardaway, Elizabeth Annis — Durham, N. C.
A.B. (Duke), Education.

Hardin, Edward King — Chester, S. C.
A.B. (Wofford College), Economics.

Harrison, Francis Eugene, Jr. — Abbeville, S. C.
B.S. (The Citadel), French.

Hartness, Edna Burée — Filbert, S. C.
A.B. (Erskine), English.

Harton, John James — Morrilton, Ark.
A.B. (Hendrix College), A.M. (George Peabody College), Education, Psychology.

Hedeman, Emma Ruth — Baltimore, Md.
A.B. (Goucher College), Mathematics.

Heisey, Jane Isabelle — Camp Hill, Pa.
A.B. (Dickinson College), French.

Helms, James Erwin — Moorhead, Miss.
A.B. (Mississippi College), A.M. (George Peabody College), History.

Helms, Rufus Marshall — Goldsboro, N. C.
A.B. (Duke), Education.

Hempel, Robert Charles — North Braddock, Pa.
A.B. (University of Pittsburgh), English.

Henderson, Grace — High Point, N. C.
A.B. (Flora Macdonald College), Latin.

Henderson, Mary Elizabeth — Cartersville, Ga.
A.B. (Wesleyan College), Economics.

Henson, Eleanor Elizabeth — Bunker Hill, W. Va.
A.B. (West Virginia University), Education.

Hess, John Henry — Fryburg, Pa.
Litt.B. (Grove City College), Education.

Hettinger, Charles Paul — Baden, Pa.
A.B. (Thiel College), English.

Hewell, Onyce Olive — Dewey Rose, Ga.
A.B. (Piedmont College), English.

Hilliard, Frances Pauline — Clinton, Ky.
A.B. (Murray State Teachers College), English.

Hoag, Merritt Eldred — Greenwich, O.
B.S. (Edinboro State Teachers College), Economics, Education.

Hoag, Ruth Lowry — Fort Worth, Texas
A.B. (Texas Christian University), English, Religion.

Hoban, Charles Francis, Jr. — Harrisburg, Pa.
Ph.B. (Dickinson College), A.M. (Duke), Psychology.

Hoffman, Emily Gray — Bunker Hill, W. Va.
A.B. (West Virginia University), English.

Hoffman, George Peters — St. Petersburg, Fla.
B.S. (University of Florida), Economics, Education.

Hoffman, Raymond Norton — Altoona, Pa.
A.B. (Dickinson College), English.

Holmes, Dorothy Dedie — Magnolia, Miss.
A.B. (Mississippi State College for Women), Education.

Holtzclaw, Hazel Eugenia — Roseland, Fla.
A.B. (Florida State College for Women), Education, Religion.

*Hooper, Conrad Sidney, Jr. — Durham, N. C.
A.B. (Duke), English.

Horn, Herman Lionel — Vinton, Va.
A.B. (Bridgewater College), Economics.

Howell, Thelma — New Bern, N. C.
A.B., A.M. (Duke), Zoölogy.

Hudson, Mildred McNelle — Utica, Miss.
A.B. (Mississippi State College for Women), Education.

Hughes, Raymond Grove — Elm Grove, W. Va.
A.B., A.M. (West Virginia University), English.

Hulbert, Marie Jones — Augusta, Ga.
B.S. (University of Georgia), Education.

Humphreys, Mary Emily — Berlin, Md.
A.B. (Western Maryland College), History.

Illich, Mary Virginia — Baltimore, Md.
A.B. (Goucher College), Economics.

Jacobs, Ruth Roslyn — Newark, N. J.
A.B. (Montclair State Teachers College), Education, English.

James, Eleanor Mae — Minersville, Pa.
Ph.B. (Dickinson College), Economics, History.

James, Helen Rebecca — Baltimore, Md.
A.B. (Goucher College), History.

Jarman, Laura Martin — Staunton, Va.
A.B. (Mary Baldwin College), A.M. (Duke), French.

Johnson, Aliene — Mount Berry, Ga.
A.B. (Catawba College), English.

Johnson, Helen Louise — Warren, Pa.
A.B. (Mount Holyoke College), Chemistry, Zoölogy.

* A.B. to be conferred June, 1935.

Johnson, Maudell Lavonia — Timpson, Texas
A.B. (Baylor University), English.

Jones, Perlie Walter — Galax, Va.
A.B. (Emory and Henry), Economics, Education.

Jones, Vida May — Selma, Ala.
B.S. (University of Alabama), English.

Joslin, Vinnie Rona — Columbus, O.
A.B. (Earlham College), English, History.

Kamphuis, Wilhelmina — Crichton, Ala.
B.S. (Woman's College of Alabama), Zoölogy.

Keen, Ruth — Bowling Green, Ky.
B.S. (George Peabody College), History.

Kelley, Byron Elmo — Huntington, W. Va.
A.B. (Morris Harvey College), Religion.

Kimler, Verna Maurine — Miami, Fla.
A.B. (Knox College), Education, Mathematics.

King, Emily Barton — Spartanburg, S. C.
A.B. (Converse College), English.

Kinney, Hinton Eugene — Temple, Ga.
B.S. (South Georgia Teachers College), Economics, History.

Kirkland, Mary Rebecca — Durham, N. C.
A.B. (Duke), Education.

Lansdell, Emily Kilpatrick — Hephzibah, Ga.
A.B. (Coker College), English.

Lawler, Nell — Canton, Miss.
A.B. (Mississippi State College for Women), Education, English.

Lee, Lawrence Wolfe — Lawndale, N. C.
A.B. (High Point College), Religion.

Leenhouts, Laura Nelja — Miami, Fla.
A.B. (Florida State College for Women), Education.

Lewis, Florence L'Dora — Star, Miss.
A.B. (Millsaps College), English.

Lewis, George Gordon — Youngstown, O.
B.S. (Edinboro State Teachers College), Education.

Lewis, Margaret May — Scotland Neck, N. C.
A.B. (Meredith College), M.A. (Columbia University), Education.

Lincoln, Clarene Elizabeth — Broadway, Va.
A.B. (Elon College), Education.

Long, Joseph Kindred — Warsaw, N. C.
B.S., A.M. (Columbia University), Education.

Longanecker, Edwin Snyder — Littlestown, Pa.
B.S. (Shippensburg State Teachers College), Education.

Lott, Audrey Peacock — Perry, Fla.
A.B. (Florida State College for Women), History.

Lovvorn, Mary — Carrollton, Ga.
A.B. (Bessie Tift College), English.

Lynch, Robert Allen — Conway, Ark.
A.B. (Arkansas State Teachers College), Economics, Education.

McCall, Margaret — Birmingham, Ala.
A.B. (Birmingham-Southern College), Economics.

McCormick, Addie — LaBelle, Fla.
B.S. (Florida State College for Women), Religion.

McCormick, Dwight Williams — Waiteville, W. Va.
A.B. (Concord State Teachers College), Education.

MacDonald, Harry John — Durham, N. C.
A.B. (Duke), Education.

McElmurray, Emily Leslie — Waynesboro, Ga.
A.B. (Georgia State College for Women), Education.

McInnis, Sam W. — Gainesville, Fla.
A.B., M.S. (University of Florida), Mathematics.

McKinney, Eileen S. — Shelby, N. C.
A.B. (Duke), Education.

McLamb, Howard McKinnon — Clinton, N. C.
A.B. (Duke), Religion.

McMorrough, Harriet Enochs — Lexington, Miss.
A.B. (Grenada College), Education, History.

McNicoll, Robert Edwards — Hollywood, Fla.
A.B. (University of Miami), History.

McReynolds, Christine — Starkville, Miss.
A.B. (Mississippi State College for Women), English.

Mabry, Gussie Eugene — Honea Path, S. C.
A.B. (Erskine), Education, English.

Markham, Ruth Ahlborn — Durham, N. C.
A.B. (Woman's College of U. N. C.), Education.

Martin, Marietta Pauline — Montgomery, W. Va.
A.B. (New River State College), Education.

Martin, Thomas Leon — Roanoke Rapids, N. C.
A.B. (Duke), Education, English.

Mason, Lawrence Grantin — Woodhull, N. Y.
B.S. (Rider College), Chemistry.

Meeks, Lucile Lester — Baltimore, Md.
A.B. (Randolph-Macon Woman's College), English.

Meredith, Flora Marie — Fort Pierce, Fla.
A.B. (Duke), Education.

Metz, Earl Clarence — West Salem, O.
A.B. (Capital University), Education.

Miller, Paul Robert — Springville, Pa.
B.S. (Mansfield State Teachers College), Education.

Misenheimer, Mary Ethel — Lexington, N. C.
A.B. (Meredith College), Education.

Mitchell, Annie Maude — Greensboro, N. C.
A.B. (Woman's College of U. N. C.), Education, History.

Mitchell, James Harvey — Franklinville, N. C.
B.S. (Furman University), Education, Psychology.

Moore, Katherine Boude — Takamatsu, Japan
A.B. (Flora Macdonald College), Mathematics.

Moore, Ross Henderson — Jackson, Miss.
B.S. (Millsaps College), A.M., M.S. (University of Chicago), History.

Moorman, Claude Thurman — Roanoke, Va.
B.S. (Virginia Military Institute), Religion.

Morris, Ardelle — Moorhead, Miss.
A.B. (Mississippi State College for Women), Education.

Mounts, Charles Eugene — Gainesville, Fla.
A.B., A.M. (University of Florida), English.

Mouton, Eve Rita — Lafayette, La.
A.B. (Southwestern Louisiana Institute), Education, French.

Mulholland, Vester Moye — Durham, N. C.
A.B., A.M. (Duke), Education, English.

Murphy, Mary Evelyn — Tallassee, Ala.
A.B. (Woman's College of Alabama), History.

Myers, Carl Francis, Jr. — Charleston, S. C.
B.S. (The Citadel), Mathematics, Education.

Nease, James Lovett — Lumber City, Ga.
B.S. (Emory University), Education.

Nebinger, Richard Wright — Athens, W. Va.
A.B. (Concord State Teachers College), Economics.

Nelson, May Margaretta — Tampa, Fla.
A.B. (Grinnell College), English.

Northcutt, Jewelle Rosalind — McFarlan, N. C.
A.B. (Columbia College), French.

Novak, Leah Mary — Elkland, Pa.
B.S. (Mansfield State Teachers College), French.

Oden, Wilbur Penn — Cullman, Pa.
A.B. (University of Alabama), Chemistry.

Oswald, Margaret Louise — Scranton, Pa.
B.S. (Bloomsburg State Teachers College), Education.

Otey, Cosby Millard — Crumpler, W. Va.
A.B. (Concord State Teachers College), Education.

Palmer, Grover Winfield — Greenville, S. C.
A.B. (Wofford College), Education.

Parnell, Ruth Elizabeth — Minersville, Pa.
A.B. (Lebanon Valley College), Education, French.

Parr, Lois Alberta — Atlanta, Ga.
A.B. (Shorter College), B.S. (George Peabody), English.

Pearce, Lora May — Augusta, Ga.
Ph.B. (University of Chicago), Education.

Perry, Gilbert Vincent — Wyoming, Pa.
A.B. (Notre Dame), Education, History.

Pfeifanf, Anna Margareta — Elizabeth, N. J.
A.B. (Montclair State Teachers College), English.

Piatt, John Elias — Wyoming, Pa.
A.B. (Susquehanna University), Education, History.

Pierpont, Frank Ray — Chesterhill, O.
A.B. (Ohio University), Economics.

Planck, Carl Gustave — Charleston, S. C.
B.S. (Rose Polytechnic Institute), Education, Religion.

Poole, Sarah Elizabeth — Mayodan, N. C.
A.B. (Woman's College of U. N. C.), Education, Psychology.

Powell, Caroline Egerton — Warrenton, N. C.
A.B. (Elon College), Zoölogy.

Powell, William Flynn — Asheville, N. C.
A.B. (Princeton University), Chemistry.

Pratt, Francis Marion — Winston-Salem, N. C.
A.B. (Duke), Education.

Purcell, James Slicer — Dade City, Fla.
A.B. (John B. Stetson University), English.

Purcell, May Maxine — Dade City, Fla.
A.B. (John B. Stetson University), Economics.

Pyle, Thelma Mary — Baltimore, Md.
A.B. (Bridgewater College), Economics, Education.

Ray, Claude Elbert — Milledgeville, Ga.
B.S. (Clemson College), Education.

Ray, Cora Miller — Belton, Texas
A.B. (Baylor College), Education.

Reeves, William Thomas — Lake Junaluska, N. C.
A.B. (The Citadel), Education.

Reuter, William Leo — Hamburg, Pa.
B.S. (Millersville State Teachers College), Education.

Richmond, John Ashley — Jonesville, Va.
A.B. (Emory and Henry), Education.

Richmond, William Dickenson — St. Paul, Va.
A.B. (Emory and Henry), Education.

Riffe, Louise Jessie — Lester, W. Va.
A.B. (Marshall College), English.

Rimmer, Maude Ella — Bluefield, W. Va.
B.S. (East Radford State Teachers College), History.

Roberson, Paul Dawson — Robersonville, N. C.
A.B. (Duke), Economics.

Roberts, Beatrice Thelma — Hillsboro, N. C.
A.B. (Woman's College of U. N. C.), Mathematics.

Robertson, Wilburn Burdette, Jr. — Burnsville, N. C.
A.B. (Duke), Education.

Roche, Margaret Jeanette — Williamson, W. Va.
A.B. (Marshall College), Education.

Rollings, Grace Dunlap — Kershaw, S. C.
A.B. (Winthrop College), French.

Ropp, George William — Middletown, Va.
A.B. (Hampden-Sydney College), Education.

Ross, Beatrice Zelma — Blaney, S. C.
B.S. (University of South Carolina), Education, English.

Ross, Ella Virginia — Johnson City, Tenn.
B.S. (East Tennessee State Teachers College), Education.

Rountree, Elliott Moye — Reidsville, Ga.
A.B. (Mercer University), Education, Psychology.

Ryder, Elizabeth — St. Petersburg, Fla.
B.S. (Florida State College for Women), Education.

Ryder Catherine Harriet — St. Petersburg, Fla.
B.S. (Florida State College for Women), Education.

Salls, Helen Harriet — Oxford, N. C.
A.B. (Randolph-Macon Woman's College), English, A.M. (University of Virginia).

Sandifer, Hortense — Bamberg, S. C.
A.B. (Winthrop College), Education, English.

Schaller, Charles Burnett — East Stroudsburg, Pa.
B.S. (East Stroudsburg State Teachers College), Education, History.

Schmidt, Frederick Jacob — Bernhart, Pa.
A.B. (Dickinson College), Education.

Schneider, Julius August — Hazleton, Pa.
A.B. (Lafayette College), Education, History.

Schrack, John Howard — Shillington, Pa.
B.S. (Keetztown State Teachers College), Education.

Scott, George Milton — Augusta, Ga.
A.B. (University of Chattanooga), B.Litt. (Columbia University), Education.

Seigler, Milledge Broadus — Batesburg, S. C.
A.B. (Furman), English.

Shaw, William Henry — Raleigh, N. C.
A.B., Ed.M. (Duke), Education, Economics.

Sheese, Mildred Libbie — Washingtonville, Pa.
A.B. (Wilson), History.

Shields, Margaret Virginia — Brandon, Miss.
A.B. (Belhaven College), English.

Shockloss, Michael Daniel — Swoyerville, Pa.
B.S. (East Stroudsburg State Teachers College), Education, History.

Simmons, Edgar Boyd — Bridgewater, Va.
A.B. (Bridgewater College), Mathematics.

Sims, Clara Mabel — Florence, Ala.
B.S. (University of Alabama), Economics, Education.

Sims, Ruth — Florence, Ala.
B.S. (Florence State Teachers College), Chemistry.

Skeen, James Morris — Clintwood, Va.
A.B. (Emory and Henry), Education.

Slaughter, Virginia — Waverly Hall, Ga.
A.B. (Bessie Tift College), Education.

Smith, Cecil Clive — Durham, N. C.
A.B. (University of North Carolina), Education.

Smith, Charles Bunyan — Tallassee, Ala.
B.S., A.M. (George Peabody), Economics, Education.

Smith, Wilbur Franklin — Georgetown, Ga.
A.B. (Mercer), Education.

Snodgrass, Annie Lee — Norton, Va.
A.B. (University of Maryland), History.

Snowden, Jesse Otho — Hickory, Miss.
A.B. (University of Mississippi), Economics.

Southerlin, William Broadus — Easley, S. C.
A.B. (Furman), Education.

Stalnaker, Lillian — Parsons, W. Va.
A.B. (West Virginia University), English.

Stansberry, Katheryn Louise — Clinton, Tenn.
A.B. (Carson-Newman College), English.

Stephenson, Claude May — Welch, W. Va.
A.B. (Chowan College), English.

Stewart, Mary Alice Leath — Durham, N. C.
B.S. (Georgia State College for Women), Psychology.

Stough, Glenn Dalton — Jeanette, Pa.
B.S. (Indiana State Teachers College), Education.

Stowe, John Joel, Jr. — Winchester, Tenn.
B.Ph. (Emory), M.A. (George Peabody), Religion.

Stradley, Reese Gillespie — Norton, Va.
B.S. (Emory and Henry), Mathematics.

Strange, William Ernest — Enterprise, Miss.
A.B. (University of Mississippi), Mathematics, Education.

Stuart, Nettie Mae — Liberty, N. C.
A.B. (High Point College), Education.

Sullivan, Lois Wightman — Donalds, S. C.
A.B. (Lander), History.

Swim, Riley Cecil — Beckley, W. Va.
A.B. (Emory and Henry), Education.

Thackston, Thomas Jefferson — Greenville, S. C.
B.S. (Furman University), Education.

Thompson, Alexander Campbell — St. Louis, Mo.
B.S. (Washington and Lee), Chemistry.

Thompson, Paul Everett — Vidalia, Ga.
B.S. (South Georgia Teachers College), Psychology.

Tilley, Nannie Mae — Bahama, N. C.
A.B. (Woman's College of U. N. C.), A.M. (Duke), Education, History.

Togneri, Lila Clementine — Graniteville, S. C.
A.B. (Winthrop College), Education, Psychology.

Triplett, Edna Bernadine — Charlotte, N. C.
A.B. (Queens), English.

Tryon, Florence Reno — Pensacola, Fla.
B.S. (Florida State College for Women), Education.

Tyler, George William — Seven Mile Ford, Va.
B.S. (Emory and Henry College), Mathematics, Education.

Usher, George Ephraim — Homerville, Ga.
A.B., A.M. (University of Georgia), Education.

Vergason, Alvin Levern — Bartow, Fla.
A.B. (Asbury), A.M. (Emory), Education.

Wagner, Horace McDonald — Montcalm, W. Va.
A.B. (Concord State Teachers College), Education.

Wake, Orville Wentworth — Strasburg, Va.
A.B. (Lynchburg), Education.

Wallace, Nellie Grace — Dillon, S. C.
A.B. (Flora Macdonald College), Education.

Warren, Clarence Clifford — Ceredo, W. Va.
B.S. (Drury College), M.A. (University of Illinois), Education.

Warren, John Sharpe — Wrens, Ga.
A.B. (Millsaps), B.D., A.M. (Emory University), Education.

Watson, Florence Kathleen — Charleston, W. Va.
B.S. (Harrisonburg State Teachers College), English.

Whelchell, Laura Darwin — Gaffney, S. C.
A.B. (Limestone College), English.

Whitehead, Talton Johnson — Greensboro, N. C.
A.B. (High Point College), Religion.

Wildman, Edith Grace — Thomasville, Ga.
A.B. (Flora Macdonald), Education.

Wilson, George Branford — Berlin, Md.
B.S. (Johns Hopkins University), Education.

Windsor, Laura Eliza — Lake Worth, Fla.
A.B. (Rollins), English, Education.

Winter, George Virgil — Ford City, Pa.
B.S. (Westminster), Education.

Withers, Clarence Maxwell — Gary, W. Va.
A.B. (Marshall), Economics, Education.

Wolfe, Quentin Donald — Pittsfield, Pa.
B.S. (Lock Haven State Teachers College), Education.

Yeary, Alva Davidson — Ewing, Va.
B.S. (College of William and Mary), Education.

JUNALUSKA SUMMER SCHOOL OF 1934

Beaven, George Francis — Hillsboro, Md.
B.S. (Washington College), Botany.

Boggess, William Randolph — Oakvale, W. Va.
A.B. (Concord State, West Virginia), Botany.

Cade, Almeda — Seville, Fla.
A.B. (Southern College), Botany.

Clabough, Hugh Carter — Chattanooga, Tenn.
A.B. (Maryville College), Botany.

Kessler, Kathleen — Newport News, Va.
B.S. (Fredericksburg State Teachers College), Botany.

Price, Albert Lee — Erwin, Tenn.
A.B. (Milligan College), Botany.

Sherwin, Edith Evelyn — Greensboro, N. C.
A.B. (Meredith), Botany.

THE SCHOOL OF LAW

FIRST YEAR

Airheart, Dorothy Lavinder — Durham, N. C.
Duke University, 1931-1934.

Albrink, Frederick Stockman — Napoleon, Ohio
B.A., Oberlin College, 1934.

Baird, William Jesse, II — Berea, Ky.
A.B., Berea College, 1934.

Blake, Rosanna Alexander — Huntington, W. Va.
B.A., Marshall College, 1934.

Brooks, Arthur Alfred — Cedar Rapids, Iowa
B.A., Coe College, 1934.

Brownfield, Lyman Hugh — Columbus, Ohio
B.A., Mount Union College, 1934.

Carlton, Russell Vose — Kalamazoo, Mich.
A.B., Kalamazoo College, 1934.

Evans, John Stephenson — Montgomery, Ala.
A.B., Princeton University, 1934.

Fay, John Richard — Norwalk, Conn.
B.S., Albright College, 1934.

Fitzgerald, William Francis — Scranton, Pa.
A.B., St. Thomas College, 1932.

Fleming, Stuart Swope — Columbia, Tenn.
Duke University, 1931-1934.

Fox, Harold Bradley — Wilkes-Barre, Pa.
B.S., Lafayette College, 1934.

Gregory, Claiborne Barksdale B.A., Duke University, 1934.	Durham, N. C.
Haley, James Meredith B.A., University of Chattanooga, 1934.	Chattanooga, Tenn.
Hardy, Leonard Rackard Duke University, 1931-1934; Rutgers University, Summer 1934.	Highlands, N. J.
Henderson, David Henry Duke University, 1931-1934.	Charlotte, N. C.
Holland, John Mack, Jr. B.S., Davidson College, 1934.	Gastonia, N. C.
Kiefer, Richard Wagner B.A., Western Maryland College, 1934.	Catonsville, Md.
Lackey, Sam Earl B.S., Millsaps College, 1934.	Forest, Miss.
Lanier, Helen Lucile B.A., Whitman College, 1934.	Walla Walla, Wash.
Leathers, Harland Francis University of Maine, 1928-1931.	Bangor, Me.
Lybrook, William Reynolds B.A., Duke University, 1934.	Advance, N. C.
McConnell, John Daniel B.S., Davidson College, 1932.	Davidson, N. C.
McCown, Hale Hastings College, 1931-1934.	Beatrice, Neb.
McGee, Charles McKay B.A., Furman University, 1934.	Greenville, S. C.
MacDonald, Frederic Sutherland Ohio State University, 1930-1931; Kent State College, 1932; Albion College, 1932-1934.	North East, Pa.
Midgett, Robert Hultz Duke University, 1931-1934.	Manteo, N. C.
Mollenkopf, Oren Jesse B.A., Mount Union College, 1934.	Petersburg, Ohio
Morgan, John Walter A.B., Ohio University, 1934.	Homestead, Pa.
Mosenson, William Lawrence B.A., Duke University, 1934.	Pittsburgh, Pa.
Murphy, Hugh Edward A.B., George Washington University, 1928; B.D., Duke University, 1931.	Durham, N. C.
Newsom, James Long Institut Sillig, Switzerland, 1930-1931; Duke University, 1931-1934.	Durham, N. C.
Nissen, Carl Hans B.A., Wesleyan University, 1934.	Meriden, Conn.
Nixon, Richard Milhous A.B., Whittier College, 1934.	Whittier, Calif.
Osborne, Kelly Paul A.B., Oberlin College, 1929.	Tannersville, Va.
Pederson, Sigrid Hermione Duke University, 1931-1934.	New York, N. Y.

Perdue, William Roscoe, Jr. — Macon, Ga.
A.B., Emory University, 1934.

Phillips, Carolina Mary — Lexington, N. C.
Duke University, 1931-1934.

Rankin, Forney Anderson — Belmont, N. C.
A.B., University of North Carolina, 1934.

Rhyne, Charles Sylvanus — Wheatland, Wyo.
Duke University, 1928-1929; 1932-1934.

Stoel, Thomas Burrows, Jr. — Clayton, N. Y.
A.B., Hobart College, 1934.

Washburn, William Edward — Bridgeport, Conn.
A.B., Tusculum College, 1931.

Williams, Glenn Davis — Durham, N. C.
B.A., Duke University, 1934.

Winkelman, Jay William — Mount Pleasant, Utah
Utah Agricultural College, 1930-1933.

SECOND YEAR

Bomar, Horace Leland, Jr. — Spartanburg, S. C.
B.A., Furman University, 1933.

Branch, William Lewis — Tucson, Ariz.
Virginia Polytechnic Institute, 1929-1930;
Marshall College, 1930-1932;
University of Colorado, Summer 1932.

Cockey, Richard Kendall — New York, N. Y.
A.B., University of Washington, 1934;
University of Washington School of Law, 1932-1933.

Cook, Franklin Henry — Vicksburg, Pa.
A.B., Bucknell University, 1933.

Cook, Robert Nevin — Vicksburg, Pa.
A.B., Bucknell University, 1933.

Davis, S. Ben, Jr. — Roxboro, N. C.
B.A., Wake Forest College, 1933.

Gibson, Fillmore Sloan — Walnut Ridge, Ark.
B.A., Duke University, 1933.

Goldstein, Harry — Providence, R. I.
A.B., Brown University, 1933.

Green, Martin Klapp — Raleigh, N. C.
B.A., Duke University, 1932.

Henderson, James MacDougall — New York, N. Y.
B.A., Trinity College, 1933.

Hiller, Russell Leon — Bernharts, Pa.
B.S. in Bus. Adm., Albright College, 1931;
Graduate School, University of Pennsylvania, 1931-1932.

Hunoval, Joseph Andreas — Irvington, N. J.
B.S. in Bus. Adm., Lehigh University, 1931.

Kellam, Edwin Clay — Princess Anne, Va.
B.A., Duke University, 1933;
University of Oklahoma School of Law, 1933.

Launders, Joseph Harold — Greenwich, Conn.
B.S., St. Lawrence University, 1932.

Loeb, Edna — Columbus, Miss.
B.A., Mississippi State College for Women, 1933.

Lundgren, Carl Raymond — New Haven, Conn.
B.A., Duke University, 1933.

McKeithan, Leland — Aberdeen, N. C.
B.A., Davidson College, 1933.

Maxwell, Mary Louise — Beckley, W. Va.
Wesleyan College, 1930-1932;
Duke University, 1932-1933.

Miller, Garnet Edward — Erwin, Tenn.
A.B., Carson-Newman College, 1934.

Miller, Murry Augustine — Portsmouth, Va.
B.A., Duke University, 1934.

Moore, Alvin O'Brien — Murfreesboro, Tenn.
B.A., Duke University, 1934.

Murphy, W. D., Jr. — Batesville, Ark.
A.B., University of Arkansas, 1933.

Myers, John Albert — Oxford, N. C.
B.A., Duke University, 1933.

Peterson, Ivar Herbert — Kettle Falls, Wash.
B.A., State College of Washington, 1933.

Rice, Leon Leftwich — Anderson, S. C.
B.A., Furman University, 1933.

Rubin, Edward — Los Angeles, Calif.
A.B., University of California at Los Angeles, 1933.

Smith, Emma Lee — Durham, N. C.
B.A., Duke University, 1928.

Taft, Edmond Hoover, Jr. — Greenville, N. C.
B.A., Duke University, 1934.

Tate, William Howard — South Bend, Ind.
Duke University, 1930-1933.

Troxler, Therman Joseph — Elon College, N. C.
B.A., Duke University, 1933.

Walker, Francis Edgar — Durham, N. C.
A.B., Bucknell University, 1932.

THIRD YEAR

Abraham, Joe Lester — Huntsville, Ala.
B.A., Vanderbilt University, 1933;
Vanderbilt University Law School, 1933-1934;
University of Michigan Law School, summer, 1934.

Adelson, Morris William — Baltimore, Md.
A.B., Washington and Lee University, 1932.

Bergeson, Rollo Holland — Sioux City, Iowa
B.A., University of South Dakota, 1932.

Booth, Roy Murphy — Pollocksville, N. C.
B.A., Duke University, 1931.

Boyd, Henry Armistead — Warrenton, N. C.
A.B., University of North Carolina, 1933;
University of North Carolina Law School, 1932-1933.

Bridges, Marcellus Jagoe — Fort Thomas, Ky.
A.B., University of Cincinnati, 1932;
University of Cincinnati Law School, 1933-1934.

Colton, John Milton, 2nd — Washington, D. C.
B.A., Lafayette College, 1932.

DuBose, Eugene Zemp — Camden, S. C.
B.A., Davidson College, 1932.

Farthing, William Patrick — Durham, N. C.
B.A., Duke University, 1932.

Funk, William Marshall — Bowling Green, Ky.
A.B., Vanderbilt University, 1932;
Vanderbilt University Law School, 1932-1933.

Grimm, Karl Joseph, Jr. — Gettysburg, Pa.
A.B., Gettysburg College, 1931.

Harmon, John Calvin, Jr. — Stumpy Point, N. C.
B.A., Duke University, 1931.

Kennon, Albert Wilson, Jr. — St. Clairsville, Ohio
B.A., Lafayette College, 1932.

Lupton, Elizabeth Taylor — Pittsburgh, Pa.
A.B., Pennsylvania College for Women, 1932.

Moore, Edward Lawson — Durham, N. C.
Duke University, 1930-1933.

Mullen, James — Dothan, Ala.
B.A., Duke University, 1932.

Murchison, Duncan Cameron — Alexandria, La.
A.B., Western Maryland College, 1932.

Orem, Nicholas, Jr. — Hyattsville, Md.
B.A., Duke University, 1932.

Peteet, Porter Weaver — Greenwood, Miss.
B.A., University of Mississippi, 1931.

Pettus, Erle, Jr. — Birmingham, Ala.
B.A., Princeton University, 1932.

Sanders, Julius Taft — Chester, S. C.
B.A., Duke University, 1932.

Sidor, Walter John — Hartford, Conn.
B.S., Trinity College, 1932.

Smith, Ora Lee — Albemarle, N. C.
B.A., Duke University, 1932.

Upchurch, Walter McGowan, Jr. — Durham, N. C.
B.A., Duke University, 1931.

UNCLASSIFIED STUDENT

Riddick, Floyd Millard — Durham, N. C.
B.A., Duke University, 1932;
A.M., Vanderbilt University, 1932.

GRADUATE STUDENTS

Heefner, Edward Siever, Jr. — Winston-Salem, N. C.
B.A., Davidson College, 1930;
LL.B., Duke University, 1934.

Kehoe, John Wixstead — Cando, N. D.
B.A., University of North Dakota, 1931;
J.D., University of North Dakota, 1934.

Lee, Robert Earl — Kinston, N. C.
B.S., Wake Forest College, 1928;
LL.B., Wake Forest College, 1928;
M.A., Columbia University, 1929.

THE SCHOOL OF MEDICINE

FIRST YEAR STUDENTS

Name and Preparation	*Home Address*	*University Address*
Robert Leonhardt Alter *Dartmouth College; Toledo University; Ohio State University.*	Toledo, Ohio	214 Swift Ave., Durham, N. C.
George James Baer *Duke University.*	Harrisburg, Pa.	Duke University, House A.
Elizabeth Mary Balas *University of Pittsburgh.*	McKeesport, Pa.	1009 Dacian Ave., Durham, N. C.
Courtlandt Dixon Berry *Wesleyan University.*	Rahway, N. J.	Duke University, House A.
William Kirkman Billingsley, Jr. *George Washington University.*	Washington, D. C.	Duke University, House A.
John Riley Black, Jr. *Duke University.*	Bamberg, S. C.	Duke University, House B.
Gunther Blombach *University of New Hampshire.*	Marlborough, N. H.	Duke University, House A.
George McClintock Bogardus *University of Washington.*	Kalispell, Mont.	Pinecrest Road, Durham, N. C.
John Walter Brandt *Pennsylvania State College; George Washington University.*	Crafton, Pittsburgh, Pa.	1601 University Road, Durham, N. C.
Charles Pardue Bunch *Duke University.*	Statesville, N. C.	821 Sixth Street, Durham, N. C.
C. Willard Camalier, Jr. *George Washington University.*	Washington, D. C.	Duke University, House A.
Richard Rutledge Carter *University of Oregon.*	Portland, Oregon	Duke University, House A.
Charles Adsit Cook *Princeton University.*	Atlantic City, N. J.	911 Dacian Ave., Durham, N. C.
James Madison Covington, Jr. *Davidson College.*	Wadesboro, N. C.	1116 Burch St., Durham, N. C.
Almon Rufus Cross *University of New Hampshire.*	Colebrook, N. H.	Duke University, House A.
James Hawley Currens *Western Illinois State Teachers College; University of Michigan.*	Macomb, Ill.	Duke University, House A.
William Webster Finney, II *Johns Hopkins University.*	Baltimore, Md.	Duke Hospital
David Hudson Fogel *New York University; University of Virginia.*	Brooklyn, N. Y.	1013 Monmouth Ave., Durham, N. C.
Jane Elizabeth Frankston *University of Pittsburgh.*	Wheeling, W. Va.	1306 B St., Durham, N. C.
Dan Cummins Gill *Virginia Military Institute; Oklahoma University.*	Okmulgee, Okla.	Duke University, House B.
Carl Heinz Gross *University of Mittweida, Germany; Johns Hopkins University.*	Pee Dee, S. C.	1319 Arnett Ave., Durham, N. C.

Name and Preparation	*Home Address*	*University Address*
William Reid Haas..... *University of Minnesota; Carleton College; University of Wisconsin.*	Minneapolis, Minn.....	Duke University, *House C.*
Collins Fremont Hall..... *Gettysburg College.*	Williamsport, Pa.....	Duke University, House A.
Walter Darlington Hastings, Jr. *Duke University.*	Columbia, Tenn....	2035 Englewood St., Durham, N. C.
Curtis Carrington Heames..... *Capital University.*	Youngstown, Ohio.....	Duke University, House A.
Harry Stuart Hickman..... *Duke University.*	Hudson, N. C.....	1107 Urban Ave., Durham, N. C.
William Fredwin Hollister... *University of California.*	Santa Monica, Calif...	Duke University, House A.
Arnout Cannon Hyde..... *Duke University; University of Alabama.*	Poughkeepsie, N. Y..	608 Buchanan Rd., Durham, N. C.
Joe McKinney Ivie..... *Duke University.*	Leaksville, N. C...	1013 Monmouth Ave., Durham, N. C.
William Henry Kaufman..... *Johns Hopkins University.*	Timonium, Md.....	Duke University, House A.
Lyndon Edmund Lee, Jr..... *University of Virginia; Columbia University.*	Mount Vernon, N. Y...	Duke University, House A.
Joseph Michael Lesko..... *University of Michigan.*	Bridgeport, Conn.....	Duke University, House A.
Jerome Lawrence Levy..... *New York University.*	New York, N. Y...	1603 Duke U. Road, Durham, N. C.
Thomas Norwood Lide..... *Clemson College.*	Anderson, S. C.....	Duke University, House A.
William Alexander MacColl... *Amherst College; Massachusetts State Graduate School.*	Northampton, Mass.....	1100 Ninth St., Durham, N. C.
William Jefferson McAnally, Jr.. *Duke University.*	High Point, N. C.....	Duke University, House A.
Joseph Pickett McCracken.... *Duke University.*	Durham, N. C.....	907 Mangum St., Durham, N. C.
DeArmond Moore..... *Duke University.*	Charlotte, N. C.....	Duke University, House C.
Rufus Clegg Morrow, Jr..... *Davidson College.*	Zitacuaro, Michoacan, Mexico	1012 Minerva Ave., Durham, N. C.
Henry George Morton..... *Duke University.*	Sarasota, Fla.....	Duke University, House A.
James McGuire Peery..... *William and Mary College.*	North Tazewell, Va.	1601 Duke University Road, Durham, N. C.
R. Mel Perry..... *University of Washington.*	Pasco, Washington....	Duke University, House B.
William Flynn Powell..... *Princeton University.*	Asheville, N. C.....	1600 B St., Durham, N. C.

Name and Preparation	*Home Address*	*University Address*
James Sidney Raper *Duke University.*	Lexington, N. C.	Duke University, House A.
Frederick Holbrook Rawson, Jr. *Northwestern University.*	Chicago, Ill.	Erwin Apts., Durham, N. C.
Ira Stanley Ross *Duke University.*	Newark, N. J.	Duke University, House D.
Weldon Troh Ross *University of Oregon.*	McMinnville, Oregon.	Duke University, House A.
James Wilbur Sachs *Duke University.*	Hancock, Md.	Duke University, House BB.
Bernard Sills *Dartmouth College.*	Brooklyn, N. Y.	1013 Monmouth Ave., Durham, N. C.
George Addison Silver, III *Guilford College.*	Camden, N. J.	Duke University, House A.
Anthony Sordell *University of Alabama.*	Montclair, N. J.	Duke University. Southgate
George Goodson Stone *University of North Carolina.*	Greensboro, N. C.	Duke University, House A.
George Merritt Stroud, III *Duke University.*	Chester, Pa.	Duke University, House A.
Charles Woodrow Styron *North Carolina State College.*	Newbern, N. C.	Duke University, House A.
Edwin Hale Thornhill *Duke University.*	Bluefield, W. Va.	1013 Monmouth Ave., Durham, N. C.
Eulyss Robert Troxler *Duke University.*	Greensboro, N. C.	Duke University, House A.
Joe Milton Vanhoy *Duke University.*	Charlotte, N. C.	Duke University, House A.
Norman Clemm Veale *University of California.*	San Diego, Calif.	Duke Hospital
Nelson Mortimer Webster *University of Nevada.*	Hollywood, Calif.	Duke University, House A.
Warner Lee Wells *Duke University.*	Raleigh, N. C.	Duke University, House V.
Charles Stanly Whitaker *Duke University.*	Brooklyn, N. Y.	Duke University, House B.
Frank Mahlon Woolsey, Jr. *Duke University.*	Hancock, N. Y.	Duke University, House B.
Dorothy Bryan Wyvell *Duke University.*	Washington, D. C.	Duke University, Aycock Hall.

SECOND YEAR STUDENTS

Raymond DeLacey Adams *University of Oregon.*	Portland, Oregon	Chapel Hill, N. C.
Trogler Francis Adkins *University of North Carolina.*	Durham, N. C.	2101 Club Blvd., Durham, N. C.
Francis William Alter, Jr. *Yale College.*	Toledo, Ohio	Swift Ave., Durham, N. C.
Gordon Joseph Axelson *University of Virginia.*	Chicago, Ill.	Duke Hospital

Name and Preparation	*Home Address*	*University Address*
Maynard Backer Badanes.... *The Johns Hopkins University.*	Flushing, N. Y.....	Duke University, House C.
Bradford Bissell..... *Cornell University; University of North Carolina.*	New York, N. Y.....	Duke Hospital
Everett Irving Bugg, Jr..... *Duke University.*	Durham, N. C.....	Forest Hills, Durham, N. C.
Julius Caesar Burge, Jr..... *The Citadel.*	York, S. C.....	Duke University, House A.
Margaret Virginia Burns..... *Duke University.*	Asheville, N. C.....	Duke University, Aycock Hall.
Raymond E. P. Cunningham.. *Bluefield College.*	Bluefield, W. Va.....	Duke University, House B.
Harry Leonard Dein..... *Duke University.*	Atlantic City, N. J.....	803 Second St., Durham, N. C.
Ira Chenault Evans..... *University of Kentucky.*	Winchester, Ky.....	Duke University, House A.
Harry Horton Fisher..... *Syracuse University.*	Auburn, N. Y.....	Duke Hospital
Robert Carson Fugate..... *Washington and Lee University; Emory and Henry College; Duke University.*	Roanoke, Va..	1601 Duke University Rd., Durham, N. C.
Atticus James Gill..... *Duke University.*	Dallas, Texas.....	Duke Hospital
William Henry Glass..... *Furman University.*	Brooklyn, N. Y...	1022 W. Trinity Ave., Durham, N. C.
Thomas Alphonse Gonder, Jr.... *University of Maryland; University of West Virginia.*	Oakland, Md.....	813 Vickers Ave., Durham, N. C.
Aubrey Crafton Gose..... *Emory and Henry College.*	Castlewood, Va.....	Duke Hospital
Cyrus Leighton Gray, Jr..... *High Point College.*	High Point, N. C.....	Duke University, House A.
Charles Edgar Haines, Jr..... *Rutgers University; Duke University.*	Vincentown, N. J.....	811 Vickers Ave., Durham, N. C.
Harold Ira Harvey..... *Harvard College.*	Providence, R. I.....	Duke Hospital
Alfred F. Henderson..... *Joliet Junior College; Duke University.*	Joliet, Ill.....	Duke University, House A.
Marvin S. Herrington..... *Duke University.*	Norfolk, Va.....	Duke Hospital
Frederick Harrison Hesser..... *The Johns Hopkins University.*	Baltimore, Md.....	Duke University, House A.
Harold Maclachlan Horack.... *Duke University.*	Durham, N. C.....	Myrtle Drive, Durham, N. C.
Newton Hornick..... *Catawba College.*	Brooklyn, N. Y.....	Duke Hospital
Jeremiah Wolfe Kerner..... *University of Georgia.*	Jersey City, N. J.....	Duke Hospital

Name and Preparation	*Home Address*	*University Address*
Thomas DeArman Kinney *University of Pennsylvania.*	Allentown, Pa.	Duke Hospital
Albert Francis Lee *University of Washington;* *College of Puget Sound.*	Tacoma, Wash.	Pinecrest Road, Durham, N. C.
William Arthur Leff *Franklin and Marshall College.*	Newark, N. J.	803 Second St., Durham, N. C.
Jack Burean McGolrick *Columbia College;* *Duke University.*	Jamaica, N. Y.	Duke University, House A.
Philip Joseph McNamara *Holy Cross College;* *Georgetown University;* *medical student, ibid.,* *and Harvard, 1927-1931.*	Fitchburg, Mass.	Pickett Road, Durham, N. C.
Anthony Ralph Marsicano *Long Island University.*	Brooklyn, N. Y.	Duke University, House C.
David William Martin *Duke University.*	Palm Beach, Fla.	Duke University, House A.
Oscar Peyton Moffitt, Jr. *Duke University.*	High Point, N. C.	Duke University, House A.
Frank Richardson Moore *Duke University.*	Durham, N. C.	University Drive, Durham, N. C.
Vince Moseley *Clemson College;* *Duke University.*	Orangeburg, S. C.	Duke Hospital
Philip Naumoff *University of Pittsburgh.*	Pittsburgh, Pa.	Duke Hospital
Walter Relfe Newbern *Duke University.*	Durham, N. C.	1811 W. Pettigrew St., Durham, N. C.
Richard Elwood Nitschke *Duke University.*	Rye, N. Y.	Duke University, House B.
Archibald Hanes Pate *Duke University.*	Goldsboro, N. C.	Duke Hospital
Leo Bernard Provinsky *Grove City College.*	Brockway, Pa.	611 Watts St., Durham, N. C.
Howard Lorenzo Reed *Duke University.*	Livonia, N. Y.	Duke University, House B.
William Osce Self *Furman University.*	Ninety Six, S. C.	1022 W. Trinity Ave., Durham, N. C.
James Edward Sheehy *University of Notre Dame.*	Syracuse, N. Y.	Duke Hospital
Burton Michael Shinners *University of Notre Dame.*	Dunkirk, N. Y.	Duke Hospital
William Charles Spring, Jr. *University of Wisconsin.*	Glen Ridge, N. J.	Pinecrest Road, Durham, N. C.
Franz Robert Stenzel *University of Oregon;* *College of Puget Sound;* *Bates College.*	Portland, Oregon	1912 House Ave., Durham, N. C.

Name and Preparation	*Home Address*	*Present Address*
Charles Paul Stevick *Duke University.*	Southern Pines, N. C.	Duke University, House C.
Condit Brewer Van Arsdall, Jr. *Kentucky Wesleyan College;* *University of Kentucky.*	Harrodsburg, Ky.	Duke University, House A.
James Griffith Whildin *Duke University.*	Lansford, Pa.	Duke University. House A.
James Stevenson Wilson *Davidson College.*	Korea, Asia	Duke Hospital
Wesley Wellington Wilson *University of Florida;* *Duke University.*	Tampa, Fla.	Duke Hospital

JUNIOR-SENIOR STUDENTS*

Name and Preparation	*Home Address*	*Present Address*
John Samuel Baker (9/1/34) *University of Southern California.*	Huntington Park, Cal.	Duke Hospital
George Jay Baylin *Johns Hopkins University.*	Baltimore, Md.	1012 Shephard St., Durham, N. C.
Julius Boiarsky (6/5/35) *West Virginia University;* *Ohio State University;* *Marshall College;* *medical student, West Virginia University, 1931-1933.*	Charleston, West Va.	Duke Hospital
Edgar Marx Braun *Brown University.*	Newark, N. J.	Duke Hospital
Earl Winfrey Brian (9/1/34) *Duke University.*	Camden, Ark.	Henry Ford Hospital, Detroit, Mich.
William Henry Bridgers *Duke University.*	Newport News, Va.	1515 W. Pettigrew St., Durham, N. C.
Frank Woolridge Buckner *Davidson College.*	Davidson, N. C.	Duke Hospital
Arthur Raymond E. Buirge (12/18/34) *Drake University;* *Duke University.*	Mason City, Iowa	Univ. of Minnesota Hospitals, Minneapolis, Minn.
Benjamin Brooks Burrill, Jr. *Dartmouth College;* *Duke University.*	Bloomfield, N. J.	Duke Hospital
Charles Francis Chunn (12/20/35) *Duke University.*	Asheville, N. C.	Duke Hospital
Milton Carpinter Cobey (9/1/34) *Amherst College.*	Frostburg, Md.	Johns Hopkins Hospital, Baltimore, Md.

* The date after a name indicates the time of completion of the medical course.

Name and Preparation	*Home Address*	*Present Address*
Charles Anthony Collins (8/31/35) *Columbia University.*	New York, N. Y.	305 N. Gregson St., Durham, N. C.
Gabriel Hernando Cortes (12/20/35) *University of Michigan; Duke University.*	Colombia, S. A.	1010 Markham Ave., Durham, N. C.
Kenneth John Costich (12/20/35) *Holy Cross College.*	Rochester, N. Y.	1015 Watts St., Durham, N. C.
Felix Hughes Crago (6/8/35) *West Virginia University; medical student, ibid., 1931-1933.*	Wheeling, W. Va.	Beverly Apts., Durham, N. C.
Charles Cramer (8/31/35) *Columbia University.*	New York, N. Y.	Duke Hospital
Maurie Bertram Cree (12/18/34) *Wake Forest College.*	Beaufort, N. C.	Baptist Memorial Hosp., Memphis, Tenn.
John Sinclair Denholm (12/20/35) *University of Pittsburgh.*	Johnstown, Pa.	Duke Hospital
John William Devine, Jr. (12/18/34) *Washington and Lee University.*	Lynchburg, Va.	Duke Hospital
Leslie Van Dyke Dill *Duke University.*	Dover, Delaware	Duke Hospital
John Watson Edwards *New Mexico Military Institute; Duke University.*	Okmulgee, Okla.	Duke Hospital
Alvis Dare Finch (6/8/35) *Duke University.*	Detroit, Mich.	Duke Hospital
Max Wolff Fischbach *Catawba College.*	Brooklyn, N. Y.	Duke Hospital
John Dean Fitzgerald (9/1/34) *Duke University.*	Linwood, N. C.	Watts Hospital, Durham, N. C.
John Stewart Forbes, Jr. (12/18/34) *Duke University.*	Newark, N. J.	Jersey City Med. Center, Jersey City, N. J.
Herbert Junius Fox (8/31/35) *University of North Carolina; Duke University.*	Greensboro, N. C.	Duke Hospital
James Francis Fulp (6/8/35) *Vanderbilt University; Duke University.*	Kernersville, N. C.	Duke Hospital
Ben Henslee Fuqua *University of Florida.*	Palmetto, Fla.	Duke Hospital
Cole Dean Genge (12/18/34) *Ripon College; Stanford University.*	Green Lake, Wis.	State Hospital, Raleigh, N. C.

Name and Preparation	*Home Address*	*Present Address*
Harry-Rolf Germer (8/31/35) *Deutsche Aufbauschule, Weimar; medical student, University of Jena, 1931-1933.*	Erfurt, Germany	1912 House Ave., Durham, N. C.
Abner Gorfain (9/1/34) *New York University; University of North Carolina.*	Flushing, L. I., N. Y.	Christ Hospital, Cincinnati, Ohio.
Jack Greenfield (8/31/35) *Johns Hopkins University.*	Brooklyn, N. Y.	Duke Hospital
Robert Albert Hare (9/1/34) *Ohio State University.*	Englewood, N. J.	French Hospital, New York City.
George Thomas Harrell, Jr. *Duke University; Johns Hopkins University.*	Asheville, N. C.	1515 W. Pettigrew St., Durham, N. C.
H. Patterson Harris *Yale College.*	Southport, Conn.	Duke University, House A.
George Wallace Holmes *Duke University.*	Jamaica, N. Y.	Duke Hospital
Harry Meyer Holtz (6/8/35) *Ohio State University; Columbia University; Duke University.*	Newark, N. J.	500 Watts St., Durham, N. C.
Arthur M. Jenkins (12/20/35) *Springfield College; Simpson College.*	Dover, N. J.	Duke Hospital
Raymond Taylor Jenkins (6/8/35) *University of North Carolina.*	Kinston, N. C.	Duke Hospital
Julia Mary Jones (3/21/35) *Dennison University; Ohio State University.*	Dayton, O.	Nurses Home
Roderic Orlando Jones (12/20/35) *Johns Hopkins University; Duke University.*	Bradenton, Fla.	Duke Hospital
Austin Louis Joyner (9/1/34) *Milsaps College; Tulane University.*	New Orleans, La.	Duke Hospital
William Paul Kavanagh (8/31/35) *Wheaton College.*	Seattle, Wash.	Faculty Apts., Durham, N. C.
Beverley Randolph Kennon, III (9/1/34) *University of Virginia; College of William and Mary.*	Norfolk, Va.	Johns Hopkins Hospital, Baltimore, Md.
Frederick Robert Klenner *St. Vincent College; Catholic University.*	Johnstown, Pa.	Duke University, House D.
Charles Edward Leach (6/8/35) *Johns Hopkins University; Duke University.*	Baltimore, Md.	1511 Pettigrew St., Durham, N. C.

Name and Preparation	*Home Address*	*Present Address*
David Washington Lester (6/8/35)	Wichita, Kan.	1511 W. Pettigrew St., Durham, N. C.
Durward Lee Lovell *Birmingham-Southern College; medical student, University of Alabama, 1929-1931.*	Eden, Ala.	Duke Hospital
Donald Feige Marion (8/31/35) *Duke University.*	Harrisburg, Pa.	Duke University. House A.
George Kemp Massengill, Jr. (8/31/35) *Duke University.*	Raleigh, N. C.	Duke Hospital
Bernyrd Carlysle McLawhorn (6/8/35) *Furman University.*	Greenville, S. C.	Duke Hospital
Elijah Eugene Menefee, Jr. *University of Virginia.*	Lynchburg, Va.	Duke Hospital
Ben Neely Miller (6/8/35) *Duke University.*	Hickory Grove, N. C.	Duke Hospital
Arch Sherrod Morrow *Davidson College.*	High Point, N. C.	Duke Hospital
Robert McGee Mullen, II (9/1/34) *University of Pittsburgh.*	Windber, Pa.	Baltimore City Hospitals, Baltimore, Md.
Henry Stokes Munroe, Jr. (6/8/35) *Davidson College.*	Charlotte, N. C.	Duke Hospital
Arthur Neumaier (6/8/35) *Columbia University.*	Berlin-Wilmersdorf, Germany	Duke Hospital
Carlton Lee Ould *Roanoke College; Duke University.*	Roanoke, Va.	Duke Hospital
Francis Leroy Owens (9/1/34) *University of Pittsburgh.*	Cresson, Pa.	Duke Hospital
Daniel Jack Pachman (9/1/34) *New York University; University of North Carolina.*	Brooklyn, N. Y.	Bobs Roberts Memorial Hospital, Chicago, Ill.
Philip Brower Parsons (12/20/35) *Duke University.*	Wilkes-Barre, Pa.	1200 College Road, Durham, N. C.
William Phillips *Ohio State University.*	Cleveland Heights, O.	803 Second St., Durham, N. C.
Michael Theodore Pishko *University of Pittsburgh.*	Monessen, Pa.	Duke Hospital
John Fairman Preston, Jr. (6/8/35) *Davidson College.*	Soonchun, Korea, Asia	Duke Hospital

Name and Preparation	*Home Address*	*Present Address*
Robert Harry Pudenz (6/8/35) *University of Dayton.*	Cincinnati, Ohio	Duke Hospital
Richard Zimri Query, Jr. (9/1/34) *Davidson College.*	Charlotte, N. C.	Henry Ford Hospital, Detroit, Mich.
Raymond Hamilton Ralston (9/1/34) *State Teachers College;* *Geneva College.*	Keisters, Pa.	Postgraduate Hospital, Pennsylvania Hospital, Philadelphia, Pa.
Lester Paul Rasmussen (6/8/35) *Snow College;* *University of Utah;* *medical student, ibid., 1931-1933.*	Mt. Pleasant, Utah	Duke Hospital
Edwin Tyson Ricketts *Georgia School of Technology;* *Milsaps College;* *Duke University.*	Flushing, N. Y.	Duke Hospital
Dennis Hardesty Robinson (3/21/35) *West Virginia University;* *medical student, ibid., 1929-1931.*	Morgantown, W. Va.	2006 Erwin Road, Durham, N. C.
Frank Hurd Robinson, Jr. (6/8/35) *University of Michigan.*	Hornell, N. Y.	Duke Hospital
Edwin Macrae Rucker (9/1/34) *Randolph-Macon College.*	Richmond, Va.	Duke Hospital
Louis John Saxe (9/1/34) *John Carroll University;* *Duke University.*	Durham, N. C.	Duke Hospital
Eugene Nestor Scadron 9/1/34) *Dartmouth College;* *Yale University.*	New York, N. Y.	Duke Hospital
Ralph Ernest Schmidt (6/8/35) *University of Pittsburgh.*	Wesleyville, Pa.	Duke Hospital
William Schulze *Tulane University;* *University of Richmond.*	Monroe, La.	1012 Shephard St., Durham, N. C.
Walter Eugene Sharpe, Jr. (9/1/34) *Duke University.*	Burlington, N. C.	Henry Ford Hospital, Detroit, Mich.
Ralph Kenneth Shields (8/31/35) *Pennsylvania State College.*	Bethlehem, Pa.	Duke Hospital
Irving Michael Siegel (9/1/34) *Lehigh University.*	New York, N. Y.	King's County Hospital, Brooklyn, N. Y.

Name and Preparation	*Home Address*	*Present Address*
John Goodrich Smith (12/18/34) *University of North Carolina.*	Scotland Neck, N. C.	Duke Hospital
William Thornton Spence *Lafayette College;* *Pennsylvania State College;* *University of Alabama.*	Altoona, Pa.	Duke Hospital
Glenn Emory Stayer (12/18/34) *University of Pittsburgh;* *Columbia University.*	Tampa, Fla.	Touro Infirmary, New Orleans, La.
Joseph Blackburn Stevens (12/20/35) *Davidson College.*	Miami, Fla.	Duke Hospital
Robert Boyd Stith, Jr. (6/8/35) *Duke University.*	Mullins, S. C.	Duke Hospital
Hugh Franklin Swingle, Jr. (12/20/35) *University of Virginia;* *University of Tennessee;* *State Teachers College;* *medical student, University of Tennessee, 1932-1933.*	Johnson City, Tenn.	Duke Hospital
Victor Leo Szanton *University of Alabama.*	New York, N. Y.	Duke Hospital
Abraham Jack Tannenbaum (6/8/35) *Ohio State University;* *Duke University.*	Paterson, N. J.	500 Watts St., Durham, N. C.
Robert Hendon Thomason (8/31/35) *Sam Houston Teachers College;* *Agr. & Mechan. Coll. of Texas;* *Duke University.*	Huntsville, Texas	Faculty Apts., Durham, N. C.
Arthur Fred Turner, Jr. *Duke University.*	Tampa, Fla.	Duke Hospital
George Irvin Uhde *Duke University.*	Longwood, Pa.	Duke Hospital
Frederic Monroe Jacob Walp *University of Pennsylvania;* *Muhlenberg College.*	Slatington, Pa.	Duke Hospital
Thomas Wilson Wesson (6/8/35) *University of Mississippi.*	Saltillo, Miss.	Duke Hospital
Millard Brown White (6/8/35) *University of Florida;* *Duke University.*	Bradenton, Fla.	Duke Hospital
Candler Arthur Willis *Mars Hill College;* *Duke University.*	Candler, N. C.	Duke Hospital

THE SCHOOL OF NURSING

SENIOR STUDENTS

Boone, Nellie Lucille	Farmville, Va.
Camp, Alice Delores	Ahoskie, N. C.
Carter, Mary I.	Danville, Va.
Chittenden, Eleanor Faris	Weldon, N. C.
Clapp, Elizabeth	Swannanoa, N. C.
Crutchfield, Ruth H.	Norfolk, Va.
Davey, Margaret V.	Roanoke, Va.
Feagans, Hila T.	Agricola, Va.
Forrest, Margaret E.	Hillsboro, N. C.
Fox, June E.	Franklin, Va.
Hollowell, Maude A.	Princeton, N. C.
Humphrey, Frankie	Timmonsville, S. C.
Johnson, Josephine	Zebulon, N. C.
Massenburg, Sue	Warrenton, N. C.
McLaughlin, Louise	Dalzell, S. C.
Morrison, Lavinia	Luray, Va.
Parker, Ida	Benson, N. C.
Sheddy, Maxine Keyte	Youngsville, Pa.
Thomas, Vera V.	Beckley, W. Va.

JUNIOR STUDENTS

Cadle, Evelyn M.	Augusta, Ga.
Cates, Ona Maude	Mebane, N. C.
Corbett, Mary E.	Kinston, N. C.
Gambill, Ruth E.	West Jefferson, N. C.
Hunter, Frances R.	Marlinton, W. Va.
King, Mary E.	Magnolia, N. C.
McCain, Mary Alice	McCormick, S. C.
Parks, Virda	Greensboro, N. C.
Moore, Margaret C.	Norfolk, Va.
Strother, Sarah E.	Waxhaw, N. C.
Thompson, Elizabeth M.	Durham, N. C.
Wehunt, Alice R.	Cherryville, N. C.
Williams, Mary	Greensboro, N. C.
Yates, Virginia	Rehoboth, Va.
Zirkle, Margaret A.	Petersburg, Va.

FRESHMAN STUDENTS

Atkinson, Pauline	Duke Center, Pa.
Bell, Joyce L.	Elmwood, N. C.
Black, Frances G.	Pickens, S. C.
Blakely, Margie D.	W. Asheville, N. C.
Brooks, Ida F.	Suffolk, Va.
Bryant, Hazel M.	Lake View, S. C.
Estes, Frances	Macon, Ga.
Gillam, Hazel	Harrelsville, N. C.

Gladstone, Annie L.	Danville, Va.
Hampton, Julia S.	Bradenton, Fla.
Hodges, Charlotte I.	Winston-Salem, N. C.
Holley, Clara M.	Aiken, S. C.
Hunter, Martha Lou	Cullowhee, N. C.
Kilmer, Eva Lee	Martinsburg, W. Va.
Lineberger, Mary Louise	Catawba, S. C.
Lopp, Lucille	Lexington, N. C.
Marr, Leta M.	Winston-Salem, N. C.
McAdams, Marie	Efland, N. C.
McDavid, Virginia B.	Palzer, S. C.
Peele, Margaret L.	Guilford College, N. C.
Staples, Phyllis B.	Bradenton, Fla.
Wooten, Julia S.	Fayetteville, N. C.

THE SCHOOL OF RELIGION

SENIOR CLASS

Anderson, Wilber Kenneth A.B., Asbury College, 1931.	Hollister, Okla.
Baker, Clarence Eugine A.B., Wake Forest College, 1931.	Durham, N. C.
Barnett, Lee Page A.B., Emory and Henry College, 1929.	Liberty, N. C.
Bennett, John Boyce A.B., Wofford College, 1933.	Fort Mill, S. C.
Boland, William Ray A.B., Southern College, 1931.	Winter Haven, Fla.
Carriger, Thomas Pinckney A.B., Duke University, 1932.	Morristown, Tenn.
Cook, Pierce Embree A.B., Wofford College, 1932.	Lamar, S. C.
Cook, Ray Abner A.B., Whittier College, 1932.	Whittier, Calif.
Cooley, William Frank A.B., Hendrix College, 1931.	Blytheville, Ark.
Council, Lowell Benjamin A.B., Lambuth College, 1932.	Union City, Tenn.
Crow, William Addison A.B., Southern College, 1932.	Tampa, Fla.
Duffie, George Summers A.B., Wofford College, 1930.	Rock Hill, S. C.
Edens, Lacy Thomas A.B., Duke University, 1924.	Hillsboro, N. C.
Ervin, Everest Lamont A.B., Duke University, 1929.	Matthews, N. C.
Gibbons, Kermit A.B., Southwestern University, 1931.	Blanco, Texas

Hardwick, Olen Leon A.B., Wofford College, 1932.	Aynor, S. C.
Howard, Fletcher Earl A.B., Duke University, 1932.	Advance, N. C.
Huss, Hoskie Otho A.B., Duke University, 1933.	Robbinsville, N. C.
Hutson, Harold Horton A.B., Wofford College, 1932.	Conway, S. C.
Jordan, Howard Roy B.S., The Citadel, 1930.	Callison, S. C.
Joyce, Johnie Leroy A.B., Duke University, 1931.	Henderson, N. C.
Kelly, Byron Elmo A.B., Morris Harvey College, 1932.	Roxboro, N. C.
Kesler, Archie Dean A.B., Duke University, 1933.	Roanoke, Va.
Lee, Lawrence Wolfe A.B., High Point College, 1932.	Cranberry, N. C.
Loftin, Floyd Fillmore A.B., Duke University, 1932.	Durham, N. C.
Lyerly, Arnold Alexander A.B., Duke University, 1933.	Woodleaf, N. C.
McLamb, Howard McKinnon A.B., Duke University, 1933.	Clinton, N. C.
Nail, Lonnie Emerson A.B., Duke University, 1927.	Winston-Salem, N. C.
Newton, Pliny Foster A.B., Asbury College, 1929.	Ravenwood, Mo.
Robertson, James Louis A.B., Randolph-Macon College, 1932.	Craigsville, Va.
Sensintaffar, James Clair A.B., Centenary College, 1932.	DeRidder, La.
Shinn, Fred Harris A.B., Duke University, 1930.	Matthews, N. C.
Smith, Charles Moody A.B., Duke University, 1930.	McAdenville, N. C.
Spence, Floyd Vance A.B., University of North Carolina, 1928.	Kinston, N. C.
Starling, Richard James A.B., Duke University, 1933.	Goldsboro, N. C.
Stokes, Marion Boyd, Jr. A.B., Asbury College, 1932.	Seoul, Korea
Stowe, William McFerrin A.B., Hendrix College, 1932.	Winchester, Tenn.
Taylor, Raymond Herbert A.B., Wofford College, 1932.	Florence, S. C.

Tilley, Lester Archie — Newton Grove, N. C.
A.B., Duke University, 1929.

Topping, Marvin Woodrow — Motoaca, Va.
A.B., Wofford College, 1932.

Tucker, Kenneth Irby — Durham, N. C.
A.B., Mississippi Delta State Teachers College, 1932.

Walston, Robert Edward — Tarboro, N. C.
A.B., Duke University, 1931.

Whitehead, Talton Johnson — Burlington, N. C.
A.B., High Point College, 1930.

Young, James Doyne — Trenton, N. C.
A.B., Lambuth College, 1930.

MIDDLE CLASS

Bagby, Steadman — Obion, Tenn.
A.B., Lambuth College, 1932.

Brendall, Earl Hall — Greensboro, N. C.
A.B., Guilford College, 1933.

Burns, Lacy Harvey — Dawson, W. Va.
A.B., Morris-Harvey College, 1933.

Cody, Ray Spencer — Albemarle, N. C.
A.B., Catawba College, 1933.

Cotton, Worth Bagley — Sanford, N. C.
A.B., Duke University, 1933.

Creech, Harlan Longstreet — Hickory, N. C.
A.B., Lenoir-Rhyne College, 1933.

Crossno, Ramsey Leon — Bells, Tenn.
A.B., Asbury College, 1933.

Dixon, Paxton Theodore — Cedar Falls, N. C.
B.S., North Carolina State College, 1924.

DuBose, Clarence Franklin, Jr. — Nichols, S. C.
A.B., Wofford College, 1931.

Dunn, Millard Charles — Bahama, N. C.
A.B., Duke University, 1928.

Eaker, William Franklin — Lawndale, N. C.
A.B., Duke University, 1933.

Ellenberg, Frank Vernon — Greenwood, S. C.
A.B., Wake Forest College, 1933.

Ellenberg, John Vinson — Greenwood, S. C.
A.B., Wake Forest College, 1933.

Eubank, Graham Stanford — Maysville, N. C.
A.B., Wofford College, 1933.

Furr, Lester Seymour — New London, N. C.
A.B., High Point College, 1933.

Haley, Carl Wrenn — Covington, Va.
A.B., Emory and Henry College, 1933.

Hartz, Edwin Roben — Puxico, Mo.
A.B., Central Missouri State Teachers College, 1933.

Hedden, Forrest Dearborn — Tampa, Fla.
A.B., Southern College, 1930.

Huneycutt, Wiley Jackson — Charlotte, N. C.
B.S., Davidson College, 1932.

Jackson, James Fauntleroy — Swansboro, Ga.
A.B., Mercer University, 1933.

Jones, Hurlan Eura — Weaverville, N. C.
A.B., High Point College, 1929.

Keeler, Waldo Forrest — Asheville, N. C.
A.B., Marion College, 1932.

LaFevers, Horatio Luster — Glen Alpine, N. C.
A.B., Duke University, 1933.

Peace, Clifford Hinshaw — Gibsonville, N. C.
A.B., High Point College, 1932.

Phillips, James Henry — Charlotte, N. C.
A.B., Duke University, 1933.

Randall, Eugene Boyd — Maryville, Tenn.
A.B., Emory and Henry College, 1933.

Smith, Hampden Harrison, Jr. — Ashland, Va.
B.S., Randolph-Macon College, 1930.

Spears, Robert Wright — Clio, S. C.
A.B., Wofford College, 1933.

Tilley, Charles Johnson, Jr. — Durham, N. C.
A.B., Duke University, 1934.

JUNIOR CLASS

Andrus, William Darwin — Houston, Texas
A.B., Rice Institute, 1934.

Beadle, Fletcher Winans — Lafayette, La.
A.B., Asbury College, 1932.

Bennett, Luther Alcorn — Fulton, Miss.
A.B., Millsaps, 1934.

Bird, Robert Macbeth — Durham, N. C.
A.B., Duke University, 1934.

Breazeale, James Branson — Memphis, Tenn.
A.B., Southwestern College at Memphis, 1934.

Cathey, William Andrew — Davidson, N. C.
A.B., Davidson College, 1928.

Copeland, James Marion — Chester, S. C.
A.B., Wofford College, 1934.

*Cox, Abram Jones — Hickory, N. C.
A.B., Lenoir-Rhyne College, 1935.

Davis, Thomas Sylvester — Reydon, Okla.
B.S., Oklahoma Agricultural and Mechanical College, 1933.

Dill, Ralph Laurence, Jr. — Birmingham, Ala.
A.B., University of Alabama, 1929.

* The degree of Bachelor of Arts will be conferred in June, 1935.

Early, Joyce Virgil — Oxford, N. C.
A.B., Asbury College, 1934.

Fast, Jennings Howard — Charleston, W. Va.
A.B., Morris-Harvey College, 1934.

Goodson, Walter Kenneth — Salisbury, N. C.
A.B., Catawba College, 1934.

Grant, Nicholas Warnum — Garysburg, N. C.
A.B., Duke University, 1934.

Grice, Phillip Harold — Gloster, Miss.
A.B., Mississippi State Teachers College, 1934.

Grissom, Raymond Thomas — Fancy Gap, Va.
A.B., Elon College, 1932.

Gruver, Esdras Stuart — Hyattsville, Md.
B.S., University of Maryland, 1933.

Hallberg, Carl Arthur — Bowling Green, Ohio
A.B., Asbury College, 1934.

Hammons, John William — Little Rock, Ark.
A.B., Hendrix College, 1934.

Holloway, Lewis Shannon — Whigham, Ga.
A.B., Emory University, 1931.

Hozendorf, Connie Ray — Mendenhall, Miss.
A.B., Millsaps, 1934.

Hyde, Forrest Ervin — Brown Summit, N. C.
A.B., Elon College, 1934.

Jones, Sam Bruce — Hazel, Ky.
A.B., Murray State College, 1934.

Kester, Grier Smith, Jr. — Columbia, S. C.
B.S., University of South Carolina, 1933.

Kimbrell, Charles Wesley — Columbia, Mo.
B.S., Central College, 1930.

Lee, Robert Steele — Murfreesboro, Tenn.
B.S., Tennessee State Teachers College, 1934.

Lewis, Henry Barton — Jackson, Miss.
A.B., Millsaps College, 1934.

Lewis, Ralph Henry — Carlisle, Ark.
A.B., Henderson-Brown College, 1927.

Lynch, George Ernest — Natick, Mass.
A.B., Duke University, 1934.

Mathison, Ovie Wilson — Skipperville, Ala.
A.B., Birmingham-Southern College, 1934.

Mullis, Dwight Bruton — Charlotte, N. C.
A.B., Wake Forest College, 1934.

*Phibbs, Andrew Frank, Jr. — Greensboro, N. C.
A.B., Duke University, 1935.

Reese, Malcolm Cephus — Hickory, N. C.
A.B., Lenoir-Rhyne College, 1932.

* The degree of Bachelor of Arts will be conferred in June, 1935.

Scott, James Edgar, Jr. A.B., University of South Carolina, 1931.	Columbia, S. C.
*Shore, Philip Linus, Jr. A.B., Duke University, 1935.	Greensboro, N. C.
Spell, James Everett A.B., Wofford College, 1934.	Smoaks, S. C.
Taylor, George Morris A.B., Catawba College, 1934.	Salisbury, N. C.
Taylor, Paul Richard A.B., Elon College, 1934.	Lewisville, N. C.
Townsley, Inman Ueber A.B., University of California, 1933.	Downey, Calif.
Ward, Lee Pope A.B., Lambuth College, 1934.	Jackson, Tenn.
Wilkerson, Milton Chick A.B., Hampden-Sydney College, 1933.	Farmville, Va.
Willis, Sidney Lane A.B., Emory and Henry College, 1934.	Christiansburg, Va.
York, Benjamin Preston A.B., Lambuth College, 1934.	Lula, Miss.

SPECIAL STUDENTS

DuBose, Kathleen Singleton A.B., Lander College, 1930. A.M., University of South Carolina, 1931.	Nichols, S. C.
Hirst, Cornelia Erwin A.B., Scarritt College, 1927.	Durham, N. C.
Keeler, Edna Willie A.B., Marion College, 1933.	Asheville, N. C.
McKellar, Ella Clare A.B., Wesleyan College, 1907. B.S., University of Georgia, 1911. A.M., University of Georgia, 1920.	Macon, Ga.
Morris, Cecil Van Horne A.B., Randolph-Macon College, 1920. Th.B., Princeton Theological Seminary, 1924.	Clifton Forge, Va.
Nicholson, Waller Staples A.B., Guilford College, 1907. B.D., Duke University, 1934.	Poplar Branch, N. C.

JUNALUSKA SCHOOL OF RELIGION

Battison, Elizabeth Emma	Canton, N. C.
Baughman, Paul Howard	Hendersonville, N. C.
Brandon, Joseph Max, Jr.	Catawba, N. C.
Cooke, Paul	Berry, Ala.
Crenshaw, Eva McWhorter	Martin, Ga.
Duffie, George Summers	Rock Hill, S. C.
Dryman, F. O.	Lake Junaluska, N. C.

* The degree of Bachelor of Arts will be conferred in June, 1935

Edens, Lacy Thomas	Hillsboro, N. C.
Edwards, Charles William, Jr.	Durham, N. C.
Ferguson, Anne Roe	Waynesville, N. C.
Ferguson, Ova Patterson	Waynesville, N. C.
Fisher, Marion Elene	Hazelwood, N. C.
Gibbons, Kermit Field	Blanco, Texas
Goodson, Walter Kenneth	Salisbury, N. C.
Grant, Nicholas Warnum	Garysburg, N. C.
Hammons, John William	Little Rock, Ark.
Harris, H. LeRoy	Pink Hill, N. C.
Harrold, Lois Beale	Waynesville, N. C.
Healey, William James	Bradford, Pa.
Houck, George Fielder	Canton, N. C.
Jones, Lucy K. T.	Waynesville, N. C.
Kiger, John Herbert	Maryville, Tenn.
Kirkpatrick, Nell Amelia	Lake Junaluska, N. C.
Knight, Flora Allen	Hazelwood, N. C.
Laughlin, Robert Mangum	Ruffin, N. C.
Leatherwood, Frances	Clyde, N. C.
Leatherwood, Mayme Love	Waynesville, N. C.
Lee, Lawrence Wolfe	Cranberry, N. C.
McLamb, Howard McKinnon	Clinton, N. C.
Medford, Louisa Earle	Waynesville, N. C.
Myers, Norwood Prettyman, Jr.	Lynchburg, Va.
Narbeth, Arthur Benjamin	Swarthmore, Pa.
Ormond, John Kern	Durham, N. C.
Patterson, Eula	Waynesville, N. C.
Phibbs, Andrew Frank	Greensboro, N. C.
Rathbone, Mary	Lake Junaluska, N. C.
Shankle, Byron	Clyde, N. C.
Shore, Philip Linus, Jr.	Greensboro, N. C.
Taylor, George Morris	Salisbury, N. C.
Thompson, Lois	Lake Junaluska, N. C.
Tucker, Kenneth Irby	Rocky Mount, N. C.
Varner, Robert Milton	Eldorado, N. C.
Whitmore, Susanna Clay	Durham, N. C.
Wilcox, Annie	Dover, N. C.
Williams, Claude C.	Canton, N. C.

SUMMARY

GOVERNMENT, ADMINISTRATION, AND INSTRUCTION

Governing Boards		51
Trustees of Duke University	36	
Trustees of Duke Endowment	15	
Officers of Administration		60
The University	4	
Trinity College, the Woman's College and the Schools	18	
Assistants in Administration	38	
Officers of Instruction		337*
Professors	87	
Associate Professors	22	
Assistant Professors	57	
Instructors	109	
Instructional Assistants	62**	
Staff of University Libraries		54
TOTAL		502

STUDENTS

Trinity College		1,672
Seniors	224	
Juniors	283	
Sophomores	438	
Freshmen	718	
Special Students	9	
Woman's College		782
Seniors	162	
Juniors	153	
Sophomores	176	
Freshmen	278	
Special Students	9	
Auditors	4	
The Graduate School of Arts and Sciences (227 of these in regular academic year)		1,016

* Does not include visiting members of Summer School faculty (32).

** Does not include Graduate Assistants, Fellows and Scholars who do not meet classes (106).

The School of Law		103
First Year	44	
Second Year	31	
Third Year	24	
Graduate Students	3	
Unclassified	1	
The School of Medicine		257
First Year	63	
Second Year	56	
Junior-Senior Year	91	
Graduates (Internes and Residents)	47	
The School of Nursing		90
Technicians		12
The School of Dietetics		4
The School of Religion		122
Seniors	44	
Middle Year	29	
Juniors	43	
Special Students	6	
The Summer Schools (less duplicates)		1,803
Graduates, First Term	543	
Graduates, Second Term	119	
Graduates, Third Term	302	
Undergraduates, First Term	507	
Undergraduates, Second Term	162	
Undergraduates, Third Term	226	
Junaluska Summer School	83	
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Summer Quarter, Schools of Medicine and Nursing	121	
		5,861
Deduction for names appearing more than once		1,260
Total enrollment		4,601
Enrollment in regular session		3,262

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